



Native Teachers as Counsellors of Native Children:  
A Needs Assessment and Workshop

R. L. Sanderson, B.A.

Department of Graduate and Undergraduate Studies in Education

(Submitted in partial fulfillment of  
the requirements for the degree of  
Master of Education)

Faculty of Education I.R.C.

MAR 26 1990

BROCK UNIVERSITY

COLLEGE OF EDUCATION

BROCK UNIVERSITY

St. Catharines, Ontario

January, 1990

### Acknowledgements

I would like to thank Michael Kompf, my project supervisor, for his encouragement and patience in helping me see this project to completion. I would also like to thank George Collins for his invaluable assistance with the workshop, and Keith Lazenby for typing the tables.

The staff of J. C. Hill School deserve a great deal of the credit for the success of this project. Their interest and co-operation made the workshop fun. A special thank you is due to Glenn Hill, whose foresight and encouragement made my current position and the project possible.

To our elder son Marc, thanks for your assistance in the proofreading, and to our younger son Ian, thanks for understanding why the basketball hoop is not up yet.

Finally, I would like to pay special tribute to my wife, Peggy, who has endured more during the delivery of this project than during the birth of our two sons. Thank you.

## ABSTRACT

The predominantly native staff of a senior elementary school on a large Southern Ontario Indian Reserve took part in a needs assessment and workshop to facilitate implementation of part of a school guidance plan. The counselling component of the plan was seen to be especially important, given the need for pupil counselling and the high degree of cultural empathy that was present in the native staff. An increase in communication and counselling skills was seen to be the most logical goal of the workshop.

A needs assessment of both administrative and teacher needs was conducted, including a comprehensive needs survey.

The workshop plan was developed, based on the needs assessment, through a consultative process. This resulted in a workshop emphasizing communication, empathy, group cohesiveness, and an invitational stance to the counselling relationship.

Evaluation of the workshop indicated a high degree of satisfaction on both personal and professional levels. Participants reported increases in skill levels and decreases in levels of concern regarding the counselling role. As well, the experiential aspect of the workshop, which resulted from the needs assessment and consultation process, provided opportunities for the affective learning, that is essential for effective counselling.

## Table of Contents

|                                                 | Page |
|-------------------------------------------------|------|
| Acknowledgements                                | ii   |
| Abstract                                        | iii  |
| List of Tables                                  | vi   |
| CHAPTER ONE: INTRODUCTION                       | 1    |
| Purpose                                         | 1    |
| Historical Background                           | 1    |
| Situational Background                          | 10   |
| Importance of Project                           | 15   |
| Scope and Limitations                           | 16   |
| Definition of Terms                             | 17   |
| Outline of Remaining Chapters                   | 19   |
| CHAPTER TWO: REVIEW OF LITERATURE               | 21   |
| Guidance at the Elementary Level                | 21   |
| Counselling Theory                              | 28   |
| Teachers as Counsellors                         | 29   |
| Cross-Cultural Counselling:<br>Native Students  | 33   |
| Planned Educational Change                      | 37   |
| Adult Education: Theory and Practice            | 39   |
| Professional Development                        | 42   |
| Summary                                         | 43   |
| CHAPTER THREE: NEEDS ASSESSMENT/WORKSHOP DESIGN | 45   |
| Needs Assessment Overview                       | 45   |
| Administrative Needs                            | 47   |
| Needs Survey                                    | 48   |



|                                                        |     |
|--------------------------------------------------------|-----|
| CHAPTER THREE: Needs Survey (continued)                |     |
| Limitations                                            | 53  |
| Testing and Gathering                                  | 53  |
| Summary of Data                                        | 54  |
| Workshop Design and Plan                               | 70  |
| Administrative Concerns                                | 71  |
| Basic Design                                           | 71  |
| Resource Personnel                                     | 72  |
| Goal Statements                                        | 73  |
| Audience Characteristics                               | 75  |
| Instructional/Delivery Strategies                      | 80  |
| Limitations                                            | 83  |
| CHAPTER FOUR: PRESENTATION AND FINDINGS                | 84  |
| Workshop Report                                        | 84  |
| Evaluation                                             | 90  |
| CHAPTER FIVE: SUMMARY                                  | 95  |
| Conclusions                                            | 99  |
| Recommendations                                        | 100 |
| Questions and Suggestions for Further Research         | 101 |
| Bibliography                                           | 103 |
| APPENDIX A: Six Nations/New Credit Vision of Education | 112 |
| APPENDIX B: Six Nations/New Credit Goals of Education  | 113 |
| APPENDIX C: Job Description                            | 115 |
| APPENDIX D: Needs Assessment Survey                    | 117 |
| APPENDIX E: Workshop Agenda                            | 125 |
| APPENDIX F: The Invitational Model (from Purkey)       | 126 |

## List of Tables

### Needs Assessment Survey

|         |                                                 |    |
|---------|-------------------------------------------------|----|
| Table 1 | General Philosophy of Education                 | 57 |
| Table 2 | The Guidance Program                            | 59 |
| Table 3 | Teachers as Counselors                          | 61 |
| Table 4 | Topics for Professional Development             | 64 |
| Table 5 | Methods of Delivery                             | 67 |
| Table 6 | Scoring (subjective question about counselling) | 69 |

## CHAPTER ONE: INTRODUCTION

### Purpose

The purpose of this project is to facilitate the implementation of a school guidance plan, specifically, the teachers' role in the counselling component of the plan, by increasing the levels of skills in communication, human relations, and informal counselling among teachers of native students at the J. C. Hill Senior Elementary school, Ohsweken, Ontario.

This will be accomplished by means of a needs assessment survey which will be used in the planning and delivery of the initial workshop. The workshop will be evaluated and recommendations for further professional development will be made.

### Historical Background

#### Native Education in Canada

The formal education of Native peoples has a lengthy and varied history. While the more traditional methods of teaching are still carried on today, formal education for Natives has continued in some form and for some Native peoples for over three centuries.

The traditional methods of teaching skills, knowledge, attitudes, and, beliefs as well as moral development, involved not only the parents and grandparents but also

other recognized experts in the community. There tended to be a shared responsibility for child-rearing and education on the part of every adult member. Generally, this is still evident today and to a greater extent than in contemporary non-native communities.

The formal aspect of Native education in Canada began in 1635 when Father Paul le June opened a school for Native and French children at Quebec. It was also the first integrated school in Canada, but closed in 1642 due to lack of interest on the part of the boys.

Bishop Laval opened Le Petit Seminaire for native boys also at Quebec in 1668; this was the beginning of Laval University. Adult Education in Canada also began around this time with classes for native women in spinning and knitting.

The purpose of these schools seems to have been to save the souls of the "savages" from the "evil" traditional beliefs (Barman, Hebert, & McCaskill 1986).

By the mid 1700s, Catholic New France was within the British realm but the church held a great deal of the power and continued to educate native children in church schools. In Upper Canada, the arrival of Joseph Brant and his followers of the Six Nations and other United Empire Loyalists in 1784 heralded the beginning of Protestant, English-language education for both natives and non-natives. Schools were established in Upper and Lower Canada as well as the Maritimes.

Six Nations, Grand River, was the site of one of the first Church-supported schools in Upper Canada. The Church of England Missionary Society began a school at Salt Springs (near Brantford) in 1827, responding to the Methodists who had built one at Davisville on the Grand River in 1824.

It was during the 1830s that the Government of Canada relieved churches of some of their financial responsibility for education. By 1847, Dr. Egerton Ryerson suggested a model for Indian Residential Schools based on a 1845 report to the Legislative Assembly recommending industrial boarding schools.

The 1867 British North America Act made education a responsibility of what effectively became the provincial government. This did not include Indians since they had by that time already been established as being a federal responsibility. The churches, however, still maintained effective control over native education.

In 1876 the Federal Government officially became responsible for all matters relating to status Indians, including education, and the 1894 Indian Advancement Act made residential schools possible, 47 years after Ryerson's recommendations.

#### Education at Six Nations

The schools that began in the early years included the Mohawk Institute. Built in 1831 and operated by the New England Company, it was located in Brantford on reserve



4.  
lands. The original building now is home to the Woodland Indian Cultural and Education Center. Instruction at this school, which later became a residential school, was in English only and followed recommended texts.

By 1858, the company had constructed five schools on the reserve. Typically, these were one and two room schools. Thirteen schools were in operation, including the Institute, by 1874. Of these, two were supported by Band funds, and two by Wesleyan Methodists and the rest by the New England Company.

A school board was operating on the reserve by 1878 and the Brant County School Inspector began making regular inspections in 1884. Within a few years of the turn of the century, there were several Six Nations graduates from the Toronto Normal School as well as doctors, ministers and an engineer.

Because of its early start, the Six Nations system has produced many educated people from its population. Since the late 1800s, most of the teachers and administrators of the Six Nations Education system have been Six Nations members.

When the Federal Government accepted full funding for Indian schools, they also took over the administration of the education on the reserve. After the establishment of federal government funding and policies, the educators who were employed by the Department of Indian Affairs at Six Nations continued to be local people, thus providing a



considerable measure of "local control" long before initiatives in this direction by the Department of Indian Affairs.

The most notable of the Native educators was Dr. J. C. Hill, who was Superintendent of the education district for 26 years. Dr. Hill's concept of a consolidated or central senior elementary school for all grade seven and eight students resulted in the construction of such a school in 1953.

#### J. C. Hill School

The school named after Dr. Hill is a modern building, having its last phase addition completed in September, 1989, replacing the six classrooms, gymnasium, and offices of the oldest section. Older sections, built in the late 1960s and mid-1970s, contain six additional classrooms, a library/resource center, Family Studies and Industrial Arts rooms, and a computer resource center/teaching room.

The staff of teachers number fifteen. With the exception of three, all staff, including the principal, are native people. The per cent of non-native teachers (at 20%) is also higher than the system in general. As well, the teachers are local people and most have received their elementary education at J. C. Hill school.

The staff tends to remain at this school because it is the only senior school in a fairly closed system. At the end of the 1988-89 academic year, the teacher with the least amount of experience at the school was in her seventh year. As a group, they tend to have a local orientation (Gouldner, 1957).

Of a school staff of fifteen, ten are regular classroom teachers. The principal and one other teacher have an M Ed. degree, with another near completion. Of the remaining staff, all hold B.A. degrees except three teachers who have theirs in progress. Their ages range from the mid-thirties to the mid-fifties.

All grade seven and eight students on the reserve attend the school, with the exception of some hard-to-serve special education students who attend county board schools through paid tuition agreements. The school population is about 230 pupils, divided into five grade seven classes and five grade eight classes. Until the 1987-88 academic year, the special education students and some non-I.P.R.C'ed remedial students comprised one of the five classes at each grade level.

Integration of the special education students was accomplished over a two-year period and all classes are now fully integrated.

Most of the students at the school are bussed to the school, since the reserve covers approximately 260 km of

Brant County. The others who walk to school live in the village of Ohsweken where the school is located.

The geographic location of the reserve places it, the school, and the students in a unique position. It is the only senior elementary school on a reserve in Ontario. It is surrounded by large, medium, and small urban centers. Thus, while there is no secondary school on the reserve, students are able to attend high-schools in Brantford, Hagersville, Caledonia, Cayuga, and Waterford.

The economic base of the reserve has changed from that of an agricultural community to that of a dormitory community for Six Nations residents working in industrial areas such as Hamilton, Brantford, and Nanticoke. There is also an expanding level of local small businesses operating on the reserve, including the professional practices of lawyers, architects, and various consultants.

The stereotypical images of reserves and Indian schools clearly do not belong here, if in fact, they belong anywhere. These images are constantly broken down as numerous visitors pass through the halls of the school every year. One of the most lasting impressions is the "tone" or "climate" of the school.

This climate has been commented on by visitors, including numerous educators. It has been described as comfortable, caring, relaxed, and inviting. The students and teachers are seen as having a very positive relationship. Like any school, there are problems, however.

The long-term experience of the staff at this school has given them a unique perspective on changing social conditions and the educational milieu. They have seen a trend that mirrors that of non-native society. Changes in family structures and traditional values, the effects of prolonged unemployment, an increase in the number of women entering the work-force, the increase of substance abuse, marital and family breakdowns, and other inter-related socio-economic problems, compounded by the resulting changes in secondary and post-secondary education, the expanded role of special education, the shift of students from protected treatment environments to the regular school program all contributed to a felt need: a full-time guidance teacher/counsellor for the grade seven and eight students.

This person would be responsible for implementation of a school guidance plan; the administration of a school guidance program, consisting of instruction and counselling; consultation with principal, staff and parents as well as a host of other duties detailed in Guidance 1984 and the job description (see appendix).

After initial discussions between the principal and the author, it was decided that a large portion of the time would be spent initially on personal, one-to-one counselling, concentrating on the grade eight students. The shift in focus would take place sometime after the new year, when the option sheets for grade eight students had been essentially completed, and at-risk grade seven students

would have been identified and likely received some counselling already. With a large counselling emphasis, the danger of the counselling function becoming a dumping ground for all problem children, especially discipline problems, was recognized.

The principal's concern was that the counsellor would become a type of vice-principal, seen as being responsible for fixing these discipline problems, instead of a professional providing the much-needed counselling of a guidance professional. The solution that became clear fairly quickly was that the teachers would be much more supportive of a program that recognized and supported their efforts in terms of counselling and classroom management. The greatest asset of the teachers in such an approach was their group cohesiveness, evident in other team -approach projects.

The principal would continue to function as the "disciplinarian," but only after attempts by the classroom teacher and counsellor had proved unsuccessful. Pupils removed from classrooms because of unacceptable behaviour would receive immediate counselling if possible.

Teachers would be responsible for either initial counselling or for follow-up if the student had seen the counsellor first. In either situation, it was apparent that teachers would become a "front-line" or "first-line" counsellor and that this role should not be just in response to discipline situations, but rather as a proactive



role in heading off crisis situations. This new role would require extensive co-ordination and consultation with the counsellor. As well, the team approach to the counselling function would be complementary to the guidance instruction role of all teachers and would build upon the caring stance that the staff now employ in their relationships with their students. An in-service program for the teachers to further their communication or human relations skills, and their counselling skills, or invitational approaches to counselling and classroom management, was seen to be an ideal way to build upon present skills and approaches without increasing teacher workload or perceptions of it.

#### Situational Background

##### Present Program

The present guidance program at J. C. Hill school consists of uncoordinated efforts by several concerned teachers to address both guidance areas. Teachers counsel students, as the need arises, on an informal basis, and many teach some part of a guidance or related topic in the course of their regular teaching assignment.

This would suggest that the majority of the teachers have an interest and a desire as professionals to support not only their own efforts in the guidance area, but also an initiative to co-ordinate curriculum and provide expertise



and support in the counselling area. The general feeling of the staff, as indicated in a survey in April, 1989, is that the provincial guidelines of Guidance 84 have not been implemented, and that in spite of their efforts, the children are not getting the guidance and counselling that they need and deserve.

#### Felt Needs

The concern about the guidance program, or lack of it, coincided with an increasing concern of the principal over similar issues. There were increasingly difficult problems that students were bringing to school and having to cope with. The principal was being faced with increasing numbers of students who obviously would have benefitted from counselling rather than a disciplinary approach to the situation. Teachers were finding that the time they could be most effective counselling students individually was lost to second language classes where their presence was required.

The guidance curriculum was not viewed as critical in a timetable where more and more has been squeezed into less and less time. The results of the survey the author conducted in April of 1989, indicated that the staff thought the aims of guidance important, but that they could be achieved in an integrated approach with other subjects. It was generally agreed that any increased emphasis on

guidance would be beneficial to the students, but that any change in this area should not result in an increased workload for the teachers.

### The Guidance Program

The Guidance Program at J. C. Hill will be based on the Ontario Ministry of Education document, Guidance 1984. The delivery modes of both instruction and counselling will be followed as much as possible. Goals of Education of the Ministry have been modified slightly for local use (see appendix) as have the Aims of Guidance. However, insofar as there is no mandate existing to adhere to this document, there is a high degree of compliance intended by this school.

The program was put into Phase One at a Professional Activity day on April 7, 1989. The author undertook to survey the current implementation of Guidance 1984 and the areas of the instructional program in which the aims set down in this document were being met. It also allowed staff members to indicate what aims and topics would be most conducive to an overlay/integrated type of approach; that is, what guidance curriculum objectives could be met in other curriculum areas.

The results indicated a willingness to adapt current programs to meet the aims of Guidance 1984, provided that

special instruction by a guidance specialist was available for certain topics not readily adapted to other curricula.

### Administrative Concerns

#### Policy Implementation

The proposed workshop on the counselling component of the guidance plan should be part of the implementation of the guidance program and as such, should lead to a lowering of teachers' concerns about their counselling role. In doing so, the workshop should, from the administration's point of view, further the co-operative establishment of a high level of adoption of the program. Teachers will be able to identify the requirements of the Ministry guidelines and local adaptations as being within their realm of personal commitment.

#### Team Approach

In order to accomplish the aim of each teacher counselling students, it is necessary that the administration recognize the conflicting roles that may exist as a classroom teacher undertakes to counsel students and what legal ramifications this may have.

The administration makes it clear that teachers are not professional counsellors, but rather are professional "helpers" in a very broad sense. It is in this light that teachers will see their role.

While it is clear that teachers at this school take on the role described above, there is an inconsistent participation on the part of some staff members. This may be due to a number of factors. The team approach to the counselling mode of the program seeks to increase this level of participation. A working relationship between teacher and counsellor, in which the ultimate goal of helping the child is also the immediate goal, will no doubt contribute to an effective team approach.

The legal ramifications are not complicated. The Ministry requires teachers to help students academically and to make referrals to an appropriate agency for those who appear to need more intensive assistance. It requests teachers to:

help students solve problems, especially problems related to learning or interpersonal relationships in the classroom (teachers can help by listening to each student's concerns, by offering support and encouragement, and by helping students clarify issues and explore solutions). ( Guidance 1984, p. 13 )

This suggests an informal type of counselling by caring and competent professional teachers. The approach of the workshop is one that will build on counselling that is occurring at the present time. Teachers with this type of experience will be encouraged to share insights and techniques and those insights and techniques will be valued by the presenter of the workshop.

### School Climate

The climate of the school should improve significantly with the success of the guidance program. The increased informal counselling and communication skills of the teachers, effectively practiced, should reduce the number of "discipline problems" being sent to the office and should also ensure that teacher referrals to the counsellor have been processed by the teacher rather than dumped. The process of working cooperatively to help solve children's problems would appear to be a factor in improved school climate.

### Importance of Project

The importance of this project at the local level cannot be overstated. While research tells us that the counselling needs of native children are different, the writer is invariably a non-native, writing from a cross-counselling perspective. There has been to the author's knowledge, no research done using native teachers of native children in an initial counselling role. The question of the significance of counsellor skills and personhood being a greater predictor of counselling success than shared cultural values cannot be answered in this project. However, an assumption has been made that it is essentially more desirable to have



professionally qualified teachers who are native play a major role in counselling native children, than it is to have a qualified non-native counsellor do all of the counselling that is required.

#### Scope and Limitations

The scope and limitations of this project are such that a great many theories are being employed and brought to bear upon a unique set of circumstances. Educational change theory, curriculum implementation theory, adult education theory, in-service/professional development and workshop design principles, as well as several counselling theories play an important role in this project.

The project does not purport to be studying the efficacy of any of the above theories, with the possible exception of adult education theory in general, including the principles of workshop design in in-service professional development. The idea of teachers being "front-line" informal counsellors of their students is not original to this project. Nevertheless, there is a dearth of research supporting it. It is not within the scope of this project to add to this limited area of knowledge.

## Definition of Terms

### Indian

A legal description of a native North American as defined by the Indian Act

### native

A cultural description pertaining to indigenous peoples of North America

### non-native

A cultural description pertaining to any cultural group that is not native

### counsellor

A professional engaged in a helping process, group or individual

### counselor

The American spelling of the above

### counselling

A helping process characterized by a relationship based on mutual trust and understanding, characterized by empathy, warmth, genuineness, and respect

### front-line counselling

Counselling done by classroom teachers or other personnel usually acting as initial contacts for referrals or helpers engaged in the counselling process to the extent of their skill levels

first-line counselling

See front-line counselling

adult education

Any learning activity engaged in by adults

professional development

Adult education for the purpose of improving professional competencies

in-service

Professional development conducted during normal employment, as opposed to pre-service

workshop(s)

Professional development, usually of one day duration, with specific aims and objectives

educational change

Planned implementation of an innovation to improve delivery of service and program

needs assessment

A comprehensive appraisal of perceived and felt gaps between the ideal and the actual

needs survey

An instrument which is part of a needs assessment used to generate data relevant to perceived and felt needs of personnel

### Outline of Remaining Chapters

The remaining chapters present the research, preparation, presentation, and evaluation of the project.

Chapter two provides a summary of recent research in the areas of guidance and counselling, counselling native students, and the teacher as a counsellor, as well as relevant research on adult learning theory, professional development, and workshop design.

Chapter three presents the rationale and parameters of the needs assessment and the workshop design. It describes the needs survey instrument, the distribution and gathering procedures, the method of analysis of the data and the objectives of the workshop based upon the data and analysis. The chapter also contains discussion about considerations in the workshop planning, including characteristics of the audience, instructional strategies, resource personnel and materials, other considerations and limitations of the workshop design.

Chapter four details the workshop presentation and relates the presentation to the needs assessment. It also presents the findings of the survey in tables, a summary of the staff evaluations of the workshop, and appendices of workshop material.

Chapter five is an evaluation and summary of the project. Conclusions are suggested regarding the effectiveness of the needs assessment in planning professional development workshops.

Recommendations and revisions are included for future workshops in this area. Questions arising from the project and suggested areas of further research complete the chapter.



## CHAPTER TWO: REVIEW OF LITERATURE

### Guidance At The Elementary Level

Guidance programs have been an important part of the school system for many years, beginning with vocational guidance just after the turn of the century. By the late 1940s, Ontario had a Guidance branch in the Department of Education and elementary guidance was beginning to take shape. Rice and MacIntyre (cited in Windus, 1988) termed this "informal guidance" and it was their opinion that this trend was a natural outgrowth of the teacher-pupil relationship and should be encouraged.

Formal guidance programs began to appear in the early years of the next decade.

Spencer (cited in Windus, 1988) argued for beginning formal guidance programs at an early as possible age, since school size, personal teacher involvement, and time available are more conducive to an effective program. This was echoed over ten years later by Eckerson (cited in Dinkmyer, 1968) and Meeks, (1962).

In her paper, Eckerson also clearly defined the roles of the teacher and the guidance counsellor. The guidance professionals were ascribed consulting, testing, identifying, referring, conducting in-service, and counselling duties (including group counselling).

The Department of Indian Affairs saw the guidance needs of the students under their charge as being somewhat different (Department of Citizenship and Immigration 1962).

The Guidance Manual stated that the guidance program of the elementary school should help children to: adjust to change; develop a positive attitude toward school and life; help children grow socially and emotionally; understand and appreciate their own culture and others'; develop positive habits such as perseverance in study and work, punctuality and thrift; choose a vocational goal in keeping with interests, aptitudes, and personality; and select a secondary school course of studies to meet their vocational goals. Since the manual was produced for classroom teachers, it was expected that they carry out the guidance program.

There was no general agreement on what elementary school guidance was, however. Cottingham (1963) stated that:

...guidance at any school level has yet to produce its own solid foundation stones, nevertheless, some authorities feel that we have not yet agreed in the guidance profession on characteristics and dimensions of guidance in the elementary school, whether it be part of a total guidance scheme or not. To date, no one has come up with a position statement, a basic theory, or a series of purposeful directions for elementary school guidance that are acceptable to many of those in the field.(p.15)

By 1968, he had determined that the purpose of guidance was to further emotional maturity, enhance social development and responsibility, develop interpersonal skills, and provide for problem-solving and decision-making experiences to increase self confidence (Cottingham, 1968).

The work of the developmental and of the self-concept theorists helped to focus the purpose of elementary school.

Purkey (1970) demonstrated a strong relationship between self-concept and academic achievement:

Although the data do not provide clearcut evidence about which comes first - a positive self-concept or scholastic success, a negative self-concept or scholastic failure - it does stress a strong reciprocal relationship and gives us reason to assume that enhancing the self-concept is a vital influence in improving academic performance. (p. 27)

The growing trend away from junior high schools towards schools called middle schools, or senior elementary schools, in the late 1960s and early 1970s created a more specialized kind of elementary guidance. The movement resulted in many grade six, seven, eight or seven, eight schools in Ontario.

The Ontario Ministry of Education Curriculum Guideline for the Intermediate Division, Guidance 1978, set out six aims of guidance which stressed an awareness of self, getting along with others, educational planning, career opportunities and the importance of leisure as well as skills in decision-making and problem-solving. The document also emphasized an integrated approach to a total school program as a team effort. Counselling was not mentioned in the preamble or the aims but is detailed in the program.

Guidance 1984, which is an update of the 1978 guideline, further refined the aims of guidance and delineated the responsibilities of principals, teachers, and guidance personnel.

The basic elements of the Curriculum Guideline for the Intermediate and Senior Divisions, Guidance 1984, can be summarized as requiring a program that must be:

Delivered to all students in the Intermediate and Senior divisions for a minimum of twenty hours in each of Grades 7 and 8,

Implemented by all school staff,

Developed from both the guideline and an assessment of the needs of student, parent, school, and community,

Achieved through a balance of an instructional and a counselling mode,

Recorded and filed, including the instruction, counselling, co-ordination, consultation, and liaison activities to be performed,

Containing a method of evaluating the effectiveness of the program in meeting the above needs.

The emphasis or focus in the Intermediate Division is on integration, both in terms of learning experiences and in terms of the social integration of the students into social groups that expand their sense of community and responsibility. The aims of the program in this division underline the developmental tasks of increasing self-knowledge and understanding and improving the skills needed to get along with others. This focus is seen as important as the task of selecting appropriate secondary school courses and becoming aware of and exploring career alternatives.



To help ensure that these aims are achieved, design and organizational components are to be provided for. The first and most important in terms of Guidance is "a home-room teacher who takes responsibility for the guidance and counselling of a group of students" ( O.S.I.S., p. 13).

Additional planning principles also affect Guidance:

School subjects as organized bodies of knowledge and as a vehicle for broader concepts and experiences,

In Grades 7 and 8 curriculum guidelines may be used individually or in varied combinations as the policy framework for local curriculum development and program design (O.S.I.S., p. 13).

Integrated learning experiences arising from interests, problems, timely events, and themes.

Opportunities for individual exploratory learning, including making responsible choices and exercising initiatives as a result of personal needs, talents, or interests.

Other dimensions that can be facilitated within integrated subject areas or that should be pervading factors in several or all aspects of the curriculum.

Specifically related to Guidance is language across the curriculum, the role of the arts and aesthetics in our personal lives, appreciation of personal and societal values, and recognition of the various ethnic groups that contribute to our society, including an appreciation of the cultural heritage of Native peoples.



The provision for units of study related to business and industry and units related to life skills and parenting, as well as locally developed electives under Personal and Practical studies in remaining allocated hours of instruction.

The responsibilities of principals, teachers, and guidance counsellors are set out in "shalls" and "shoulds." To facilitate a brief review of requirements, only the "shalls" are outlined here.

Principals shall:

- provide leadership in implementation
- have a written program on file
- assign tasks of delivery to staff
- arrange in-service development for staff
- ensure evaluation and revision occurs at regular intervals and that the twenty hours are provided for;

Teachers shall:

- assist with the development and implementation of the guidance program
- develop, teach, and evaluate career education components related to their subject areas
- help in developing and maintaining positive self-concepts and good relationships in the classroom
- identify those students who appear to need additional help and make referrals to appropriate agencies

Guidance counsellors at the 7 & 8 level shall:

- assist the principal and staff in planning and delivery of the guidance program;

co-ordinate delivery of guidance instruction for all students including identification of priorities in response to the instructional needs of the students, assisting teachers in the development of activities and teaching resources, teaching certain units of the guidance program, and instructional evaluation;

consult with those involved in assisting students, encourage and assist all staff to integrate guidance objectives with their courses;

co-ordinate delivery of the counselling section of the guidance program to help students to identify personal strengths and weaknesses, clarify their ideas and feelings, solve personal problems, develop interpersonal skills, explore alternatives in important decisions, make educational and career choices, learn to set and achieve short- and long-term goals, and how to access other support services and agencies;

assess students' social and emotional needs and make recommendations for referrals to or consultation with other staff or community agencies;

establish and maintain a guidance resource center;

assist students with selection of high school program and placement;

assist board I. P. R. Committee;

provide leadership in organizing special school-wide events such as career week and orientation activities;

maintain effective liaison with parents, community agencies, board support personnel, post-secondary institutions, and local businesses and industries;

administer the effective delivery of the guidance program and participate in the ongoing evaluation of the program; (p. 11, 13, 15).

The Ontario Schools Intermediate and Senior Divisions, program and diploma requirements 1984 ( O.S.I.S. 84 ), mandates a guidance program at the intermediate, elementary level, grades seven and eight.

The Guidance Program is designated by O.S.I.S. as a "vital and integral part of the total school curriculum"

(p.5) Each school must provide a planned and organized guidance plan. This plan must assure all students access to learning experiences, personal assistance, and accurate information resources. The purpose is to assist decision-making and increase awareness and understanding of themselves and their relationships with others.

### Counselling Theory

The major theories that have influenced elementary school counselling in the 1970s and 80s have given rise to an eclectic approach. The theories of Alfred Adler, Carl Rogers, and William Glasser are employed in the Guidance 1980 Ministry guideline.

Guidance 1978 offered resources such as Ellis (1971) and his rational-emotive counselling, Frankl (1963), an existential approach, Dreikurs and others (1963, 1964 1974), Adlerian family-oriented counselling, Dinkmeyer and others (1963, 1967) a developmental approach, Ferinden (1970) and Skinner's (1971) behaviouristic techniques, Glasser's (1969, 1972) reality therapy, Perls (1969) on gestalt therapy, Rogers' (1969) client-centered therapy, Purkey's (1970) humanistic, self-concept approach.

The current Guidance guideline does not make any suggestions regarding resources for counselling theory or any other aspect of the guidance program. In the absence of

this, the training of professional school guidance personnel has taken on the task of providing this needed direction. The author's in-service courses at Brock University relied heavily on a model after Carkhuff (1969a, 1969b, 1971a, 1971b, 1972), Truax and Carkuff (1967), and Carkuff and Berenson (1967), in Gazda, Balzer, Childers & Walters (1984). In this approach, the characteristics of the counsellor in terms of empathy, warmth, and genuineness were essential to client growth.

Ivey (1971, 1983, 1986, 1987,) Ivey and Authier (1978), Ivey and Simek-Downing (1987) introduced the concept of "microcounselling" to describe a basic system of involving beginning interviewers in the helping process.

Purkey and Schmidt (1987) adapted Purkey's model of Invitational education to the counselling process and described a professional stance for a counselling teacher to use.

#### Teachers as Counsellors/Helpers

The idea that the teacher should be a person who counsels students is not new. Teachers, because of their nurturing and guiding roles of dedicated professional educators, have always provided some counselling function to some of their students. Caldwell (1966) stated that the teacher-counselor who deals with underlying feelings of the

students sets up a possible counselling relationship and that this dual approach distinguishes the professional from the warm-hearted amateur.

The Department of Citizenship and Immigration, Indian Affairs Branch Guidance In Indian Schools and Hostels (1966) stated that:

At the elementary level, the classroom teacher must be prepared to act as counselor for her students. The elementary school teacher is in a preferred position to know the pupil's physical, mental, social, and emotional potentialities .... consequently, the elementary teacher must be both teacher and counselor. (p.M-5)

Hoyt (1967), in a paper arguing for elementary guidance specialists, among other things, did allow that a person who was dedicated, reasonably bright, highly conscientious, with a sincere interest in helping, could be employed as a counsellor.

The Ontario Ministry of Education Curriculum Guideline for the Intermediate Division, Guidance (1978) also agreed that the teacher is capable of a counselling function, under what it termed a purposeful relationship, the success of which was dependent upon empathy, respect, genuineness, and forthrightness.

The Ministry's Guidance 1980, a support document to The Foramtive Years, stated that:

Although a typical Kindergarten to Grade 6 school may not have the services of an elementary school counsellor, when teachers perform a caring and helping role in relationships with individual children, they perform a counsellor's function. (p. 21)

The teacher in the elementary school has a crucial role



in the total development of her or his pupils. Teachers can also have other roles that are guidance and counselling related. They can be listener/advisors, referral or receiving agents, discoverers of human potential, career educators, human relations facilitators, and guidance program supporters (Gibson and Mitchell, 1981).

Alexander and George (1981) advocate a team approach to Middle School guidance and see the teacher as playing a particularly important role in the social-emotional-educational development of his or her students. They see the teacher-student relationship as the starting point of a comprehensive school counselling program. They have produced a comprehensive set of duties and responsibilities for the teacher/advisor or in effect, teacher/counsellor.

Gibson, Mitchell, and Higgins (1983) also see the Middle School as being ideally suited for a teacher as counsellor role, if indeed the unique aims and purposes of such a school are to be met.

The Ministry of Education for Ontario in Guidance 1984 identified the activities in which teachers shall and should participate in with respect to individual counselling of students. Teachers should "help students to solve problems, especially problems related to learning or interpersonal relationships in the classroom," as well as several other counselling types of activities.

Windus (1988), in a local needs assessment survey on guidance services, recommended that since the majority of teachers surveyed handle their own problem solving(counselling) load, they receive in-service on this aspect of counselling (p. 78).

The counselling role of the classroom teacher would be less formal than the school counsellor but would require some increased skills on the part of a majority of teachers.

The person who would most logically assist teachers in such a role would be the school or itinerant counsellor. Carreio and Schulz (1988), while not referring to a counselling role for teachers specifically, state:

To help teachers work more effectively with students on an individual basis, elementary school counsellors could develop a series of workshops to teach teachers basic interpersonal skills. Attending, listening, paraphrasing, probing, questioning, and clarifying are skills familiar to counsellors, and they could develop a series of workshops (lecture, role play, demonstration, videotaping) that would help teachers learn more about interpersonal skills with children. (p. 53)

Clearly, their intent is to assist the teacher to carry on a counselling type of role. The exact nature of this role would be defined by the many parameters of the school situation; however, the fact that they would have counsellors instructing and developing teachers in their counselling skills, to work "effectively with students on an individual basis" would seem to be supportive of a counselling function for teachers.

### Cross-Cultural Counselling: Native Students

The growing concern and interest on the part of researchers with respect to cross-cultural counselling has led to increased awareness of the cultural differences inherent in counselling native students from a non-native perspective. The National Indian Brotherhood (1972) recognized this problem. They called for increased federal initiative to train native teachers and counsellors:

Native teachers and counsellors who have an intimate understanding of Indian traditions, psychology, way of life and language, are best able to create the learning environment suited to the habits and interests of the Indian child. (p. 18)

The training of non-Indian counsellors who work with Indian children in either the federal or provincial systems, is also of grave concern to Indian parents. Counsellors must have a thorough understanding of the values and cultural relevancies which shape the young Indian's self-identity. In order to cope with another cultural group, the self-image of the child must be enhanced and not allowed to disintegrate. (p. 19)

These insights about cultural differences, values, and self-concept/self-esteem were supported by later research. Harris (1973) reported that an empathetic, culturally aware non-native counsellor was more effective than an Indian counsellor lacking empathy, insight, or skills.

He cautioned about the danger of sympathy on the part of the counsellor and against the danger in accepting a commonality of experience and culture among all native people, with the obvious exceptions being poverty and discrimination. Harris also saw the development of worthwhile self-concept as a universal developmental task, but that the

healthy self-concept for a native person tended to be less apparent and imposing.

Trimble (1976) and also Lazarus (1982) stated that trust was probably valued more highly than any other attribute.

Trimble also pointed out that:

Native Americans will relate better to counselors who attempt to understand them from their own perspective rather than from some counseling theory or non-Native American orientation. (p. 66)

Tidwell (1980) provided eight guiding principles for school counsellors. They are summarized here:

Counselling and psychological programs should be highly individualized.

Estimates of ability, personality, and behaviour must come from instruments that have a minimal cultural and socioeconomic bias and important educational decisions should not be solely based on them.

Elementary school counsellors should value different learning styles, vocational goals, and life purposes of counselees.

The process of learning social behaviours should emphasize or value diverse cultural definitions of such behaviours.

While insisting on behaviour that is not hostile or anti-social, the counsellor must be tolerant and knowledgeable when confronting behaviour differences.

Elementary counsellors must not devalue the culture or heritage of students, staff, or community.

Counsellors should be sensitive to the culturally appropriate counselling and instructional methods and help to increase staff awareness in this area.

Methodologies should place high priority on building a sense of personal worth in students, so that they feel valued both as individuals and as members of a particular ethnic groups.



Sue (1981) stressed the native values of present-orientation, respect for age, unobligated giving, lack of time consciousness, cooperation, and harmony with the natural environment as values that counsellors must be aware of to understand and counsel natives.

Lazarus (1982) also recognized the different values of native people as requiring a different approach. He emphasized the dimensions of trust and understanding as most important in the counsellor/counselee relationship.

Ivey (1981) recognized that his microcounseling skills were empty and hollow without multicultural concerns. He argued for a cultural awareness on the part of the counsellor that is essential to any individual awareness that the counsellor may hope to achieve. He described this construct as Cultural Intentionality, the integration of individual and multicultural awareness, that is, personal uniqueness and group and cultural norms in interaction one with the other.

Freire (1981) wrote that American natives face oppression as long as their culture is devalued by the dominant culture and when to "be like" is to be like the oppressor. The duality of culture expected of every "successful native" person is achieved at an untold cost of traditional values. As Herring (1989) pointed out:

Native-American children deserve to retain their cultural heritage without it being either subjugated or subsumed by another culture. Elementary counselors need to be more aware of the dangers of cultural devaluation and endeavour to prevent embarrassing or discriminatory situations. (p. 278)



Blue and Annis (1983), in Samuda and Wolfgang (1985), recognized that cross-cultural counselling experiences for native people have been largely unsuccessful. They also state that "human commonalities are as important as ethnic differences" (p. 217) and guard against a "like counsels like" kind of mentality. At the same time, they advocate an increase in the number of native people trained as counsellors.

Darou (1987) agrees that counselling has not met the needs of native clients in its present form but suggests that it perhaps can be made effective by an openness and learning on the part of counsellors.

Mitchum (1989) sees the cultural values of native people as a starting point for change and adaptation in counselling techniques and approaches. She advocates group counselling as a way to increase self-esteem. The method is to incorporate a higher value towards group functioning among native people as opposed to individual successes.

Herring (1989) stresses that nonverbal expressions of empathy, warmth, genuineness, and concreteness can be relayed effectively. He supports the idea of a sensitive, culturally aware non-native as being effective in counselling native children, and that special training would be required for this role. He also sees a competent native counsellor as being best equipped to counsel when that is possible.

While the need has been argued extensively for cultural awareness and sensitivity on the part of non-native

counsellors to increase their effectiveness, there is little or no literature available on the effectiveness of native teachers engaged in a counselling role. This author's assumption is that native teachers would need only to increase their inherent counselling skills, having the cultural awareness of their heritage as part of their being.

The staff of J.C.Hill School, being primarily native, lend themselves to this kind of experiment. The notion of teachers being "front-line" or "first-line" counsellors has been established, as has a basic theory of counselling and guidance in middle schools and the special approaches needed for native children.

What follows is a review of the literature germane to effecting a small level of educational change through professional development.

#### Planned Educational Change

The scope and focus of this project does not allow an extensive review of the abundance of literature concerning general organizational change theory and educational change theory in particular. Some basic themes and principles from the work of Fullan, Havlock, Hall and Loucks, and others will be examined.

Central to this project is the role of in-service professional development within the context of educational change.

Fullan (1982) indicates that in terms of educational change, professional development is central to the change and must focus on a need. The response to felt needs as a basis for change is supported by Lippitt (1969, 1982), Owens and Steinhoff (1976), Hall and Loucks (1975, 1978), Leithwood (1986), Bishop (1976), and others.

The importance of in-service and professional development in current theories of educational change, whether organizational or curriculum-based implementation, has been established. It would be foolish to think that educational change is accomplished by planned professional development alone (Leithwood, 1986).

Fullan (1982) stated that there were four sets of characteristics necessary for change to succeed; they were related to the innovation itself, support from the school district, the schools, and the external system. Professional development was central to each of these sets:

Specifically, we found (1) that professional development must focus on a need; (2) that emphasis on inservice education on the part of the school district in relation to principals and teachers is essential; and (3) that teachers must have the opportunity to interact with each other, share ideas, and help one another, and must have some external assistance from the principal, district consultant, or others outside the school. ...The extent to which the relatively formal (e.g. workshops) and informal (e.g. sharing of ideas and help) professional development activities succeed is the extent to which change succeeds. (p. 264)

## Adult Education: Theory and Practice

Adult education theory or "andragogy" as Knowles (1973, 1980) and others term it, has evolved both in terms of theory and practice. Knowles has used the term extensively to differentiate adult education from pedagogy, the education of children. One of the basic assumptions of the field of adult education is that adult learners differ greatly from children in all aspects of learning including experience, knowledge, skills, values, and learning strategies.

Child-centered learning or pedagogy is a forming process (acquiring, accumulating, discovering, integrating ) from experience while adult-centered learning is a transforming/reforming process through experience. (Knowles, 1973; Cropley, 1977; Merizow, 1978).

Attempts have been made to conceptualize education as a political enterprise or a socialization process based on a philosophical/psychological perspective (Postman and Weingartner, 1969; Baum, 1978; Dobson, 1980). In each of these views, attempts are made to simplify the orientation of the practitioners on a wide range of variables.

Baum sees education as part of a political enterprise in which the approach to teaching and learning is either liberal, conservative, or socialistic in philosophy. Dobson sees the philosophical basis as being (1) Essentialism - Behaviorism, or training directed to a learner, (2) Experimentalism - Cognitivism, activities planned for the

learner, and (3) Existentialism - Humanism, education with the learner.

Tough (1971, 1978) reported in a comprehensive survey of adult learning activities that adults engage in their own self-directed learning projects, often without seeing them as such.

Maslow (1970) and others such as Cross (1976) have described a fully functioning adult as displaying basically two forms of behaviour, a tendency towards independence and a trend towards interdependence. Adult learning behaviour tends to follow the same patterns: a striving towards independence of thought and action and a quest for interdependence of experience.

Others have found that learning is a natural developmental process that occurs over an individual's lifetime and that it is usually related to current roles and problems (Kidd, 1973; Dave, 1976; Cropley, 1977; Knox, 1977; Feringer, 1978).

Experience and meta-learning, or learning how to learn, are two key components in effective adult learning, with the learner's self-reflection on his own learning process and self-direction of it being the core of this process. It has also been shown that this process is enhanced considerably through input and feedback from objective, external sources (Hart, 1975; Bateson, 1972; Cross, 1976; Griffin, 1977).



There are many learning theories that apply to adult learning and the reader is directed to those of Kolb and Fry (1975), Joyce and Weil (1972), Bloom (1956), Gagne (1977), Lewin (1951), Combs and Snygg (1959), Piaget (1970), Bruner (1966), and Rogers (1951, 1961, 1969).

It appears that adults learn in a variety of settings and circumstances, and that they learn more productively when they see themselves as voluntary learners.

Knowles (1973, 1978) summarized several key assumptions about adult learning theory:

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are appropriate starting points for organizing adult learning activities.
2. Adults' orientation to learning is life-centered; therefore the appropriate units for organizing adult learning are life situations, not subjects.
3. Experience is the richest resource for adults' learning; therefore the core of methodology of adult education is the analysis of experience, not subjects.
4. Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with (the learner) rather than transmit knowledge to the learner.
5. Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, place, and pace of learning. (p. 31)

Brundage and MacKeracher (1980) listed nine characteristics of adult learners and also summarized 36 learning principles with detailed implications for planning and facilitation. The workshop plan is based, to a great extent, on their work.

### Professional Development: In-service and Workshop Design

In discussion of characteristics of successful in-service programmes, Burden and Wallace (1983) indicate that collaboration between all participants in organizing and planning a professional development programme is of prime importance. They also state that a programme based on an assessment of the real needs and professional concerns of teachers is essential. In fact, assessment of needs is one of the most critical characteristics of professional development and one feature of successful programmes based on an analysis of over 200 in-service studies (Joyce and Showers, 1980).

Rappa and Brown (1983) acknowledge the importance of participant needs while focusing on other contextual factors such as school climate, supervisor support, peer relations, and others. While these other factors are important, it remains obvious that teacher needs are central to any effective programme of professional development. It may well be that other factors identified by Rappa and Brown could be positively influenced by a process of staff development advocated by Schambier (1983) in which he states:

staff development should be a process by both administrators and teachers who set goals to improve the school or school system and meet the needs of individual staff members while carrying out needed changes. ... moreover, these goals should be determined at least in part by those whose lives will be affected by intended outcomes.

The notion that professional development be a consultative process with needs of teachers providing the major focus is also supported by Brundage and MacKeracher (1980), Joyce (1980), and Fullan and Pomfret (1977).

Fisk (1983) suggests that participant-centered staff development may increase morale along with effectiveness.

Clark and Siedman (1980) see in-service education, which is their term for the broader concept of professional development, as a continuous effort of all school personnel to solve the problems of a school system. This implies that those involved in such a process "are best able to contribute to their own growth and development." (p. 37)

#### Summary

The review of the research has indicated that guidance and counselling is an important part of the senior elementary or middle school and that teachers can and do play an important role in the counselling of students at this level. Further to that, native children have different cultural values that make cultural awareness on the part of a skilled counsellor paramount in successful counselling. This may be accomplished by a native person with a professional orientation and counselling skills or by a non-native person, intimately familiar with the particular native value system.

An invitational stance or approach and development of teachers' informal counselling skills would seem to be the most appropriate method of ensuring quality counselling for the students at J. C. Hill School.

For teachers committed to such an innovation, the learning and practice of these types of micro-skills and the inviting stance would be best learned in a workshop where theory, demonstration, practice, feedback, and facilitative coaching were elements of the design.

## CHAPTER THREE: NEEDS ASSESSMENT AND WORKSHOP DESIGN

### Needs Assessment

#### Overview

The importance of identifying teacher needs to conduct successful professional development programs has been addressed earlier in the review of literature (Burden and Wallace, 1983; Joyce and Showers, 1980; Rappa and Brown, 1983).

The notion that professional development of teachers should be a collaborative and consultative process is also well established. (Schambier, 1983; Fisk, 1983; Brundage and MacKeracher, 1980; Joyce, 1980; Fullan and Promfret, 1977; Clark and Siedman, 1980).

While change theory principles and practices are beyond the scope of this paper, it is worthwhile noting that staff development plays a major part in implementing educational change (Fullan, 1982; Loucks & Hall, 1977).

Dobson, Dobson, and Kessinger (1980) suggest that a base- line type of needs assessment typically conducted by administrative personnel is usually designed to accommodate the needs of the institution "as opposed to being sensitive to the persons within the institution" (p. 108). They propose a perceptual base line system of data collection that is person-



oriented and has philosophical, psychological, and emotional dimensions to it rather than being institutional and role-oriented. This humanistic approach is appealing to counsellors who have the same basic philosophical stance, but it fails to accommodate the very real administrative needs of the institution.

As a teacher, I have experienced many unsatisfying workshops because the planners failed to meet both my personal and professional role needs. As a former principal, I know and appreciate the needs of the administration from that perspective, and as a new guidance counsellor, I am cognizant of the potential for effective professional development if the needs of both teachers and administrators can be met. The needs assessment for this project will be an attempt to assess all needs that may impinge upon the delivery of an effective program of professional development.

The needs assessment, then, is a comprehensive process to determine both administrative and teacher needs. The needs can then be used in a collaborative process to plan the design of the professional development. Administrative needs will be clearly stated in the initial part of the assessment. Teachers were made aware of these needs in the April, 1989, Professional Development day. At this time, teachers became aware of the gaps between their personal effectiveness in meeting the guidance and counselling needs of the students of J. C. Hill and the requirements of the Ministry of Education for Ontario. Levels of awareness and concern were raised and

thus a climate for personal and group change emerged.

There was, and still is, a consensus on the part of the teachers that the stated administrative needs are desirable and warranted. There appears to be no obvious or latent opposition to them.

### Needs Assessment

#### Administrative Needs

The administrative needs can be stated simply: a successful implementation of the Guidance Programme, both curriculum and counselling components, including an emphasis upon teachers as counsellors, with as little overall programme disruption as possible. The workshop that is the subject of this project will, from an administrative point of view, enable and encourage all teachers to take on the initial counselling role and to improve the climate of personal relationships within their classrooms.

It is worthwhile to note that a stated administrative need is that implementation of all phases of the Guidance Program should not cause any appreciable increase in teacher work-load. The administrators recognize that the efficacy of any program change or professional development is diminished if the implementation is perceived as adding responsibilities or time commitments.

While the administrative needs are relatively straightforward, the personal and professional needs of the teachers are not. Data were needed to determine these needs and to

provide additional information that would be useful in the workshop design and plan. A survey instrument was developed to continue and complete the needs assessment.

### Needs Survey

The instrument used to survey staff about their needs concerning the counselling component of the Guidance Plan was developed from several different sources. To duplicate each source instrument exactly would have been prohibitive in terms of time and effort. However, the items chosen for each section remain faithful to their sources in terms of design, structure, purpose, and hopefully, validity. It was not necessary for the purpose of this study to duplicate techniques and results of other researchers. Rather, it was the intent of the author to use the essence of the various measurements to provide a quantitative and qualitative "feel" for teacher needs. The sample was small enough that after the survey forms were returned, the results tended to be validated through the consultative process of planning the workshop.

The instrument itself was composed of fifty items. The majority of the items consisted of statements followed by a Likert-type scale to indicate a range of complete agreement to complete disagreement, from one to five (one indicating complete agreement, five indicating complete disagreement). Some items were inversely scored and these items will be noted later in the summary of data.

The survey was divided into six parts, with each part measuring a different aspect of teacher needs. Part one: General philosophy of education, was based upon Dobson, Dobson, and Kessinger's work (1980).

In this part, items from both their Educational Beliefs System Inventory and their Educational Practice Belief Inventory were used. The original System Inventory contains 69 items composed of statements clustered in subtests relating to beliefs about human nature, motivation, learning conditions, social learning, intellectual development, knowledge, and society.

The original Instruction Inventory also contains 69 items, composed of statements clustered under subtest headings of instruction, curriculum, organization, content, materials and resources, and evaluation. The items are grouped into one of three philosophical/psychological "camps,-" which the authors label 1) Essentialism-Behaviorism; 2) Experimentalism-Cognitive and 3) Existentialism-Humanism. They simplify the camps as basically doing "to," "for," and "with" the learner respectively.

Since it is "with" the learner that the author leans towards in terms of his own personal beliefs system and practice, the majority of the twelve items for the first part of the survey came from original items measuring the agreement with the existentialism-humanism "camp." Since counselling in schools is based primarily upon an existential-humanistic base, the author wished to initially

establish that the staff was operating from essentially the same base. A high correlation of individual scores on this subtest would seem to indicate some group cohesiveness towards the administrative need of all teachers assuming a more active counselling role.

Part Two; The Guidance Program, was an attempt to measure awareness of the requirements of the the Ontario curriculum guidelines (Ministry of Education, 1984) and was patterned after some items in a similar study at Brock University (Windus, 1988).

Items regarding the counselling responsibilities of teachers were also included. Many of the eight statements are taken almost verbatim from the Ministry document.

This subtest would indicate informational and content needs that are essential information in the planning phase of the workshop.

Part Three; Teachers as Counsellors, was a 14-item subtest patterned after the work of Hall and Loucks (1977, 1978). In their Concerns-Based Adoption Model (CBAM) for adopting educational innovations, they make several key assumptions: Change is a process not an event, made by individuals first, then institutions, which means it is a highly personal experience entailing developmental growth in feelings and skills. Interventions must be related to the people first and the innovation second. As teachers progress through this personal, developmental process, their concerns



about the innovation change from concerns about self to concerns about task performance to concerns about the impact of the innovation upon the group. They delineate seven stages of concern, numbered 0 to 6. Beginning with 0, the awareness stage, at which point there is no concern about the innovation through 1, informational concerns; 2, personal concerns; 3, management; 4, consequence; 5, collaboration; and 6, refocusing or innovating the innovation, the progression of teachers through the stages is essentially the same sequence. Many teachers, unfortunately, spend more time at one stage than others, and some never have their concerns addressed and so consequently do not have an opportunity to adopt the innovation to the point where concerns are refocused.

The 14 items of this subtest represent the seven levels of concern outlined above. While a pair of items for each level will not yield any statistically significant results that can be compared to the results of a complete SoC or Stages of Concern instrument, they should, nevertheless, indicate the needs of the teachers in terms of addressing their concerns about the innovation of teacher as counsellors.

Part four: Topics for professional development, consists of seven possible topics, spaces for other suggested topics, and an invitation to add additional topics if desired. The topic choices were chosen by the author and included two vaguely related to counselling (career education and human

development) to encourage teachers to write in others that may be of more concern to them than the five counselling topics.

This part of the instrument would clearly show the focus and content needs of the staff in terms of professional development for counselling skills.

Part five: Methods of delivery, was actually in two parts. Items one to four asked teachers to select their preferred learning style based on Kolb's Learning Style Inventory (1976).

The teaching staff had recently completed a version of the inventory at a professional development day held at York University. The use of Kolb's terms would seem to carry more meaning with this group than normally might be expected.

The items five to seven of part five each contain a four-item ranking of methods of gaining information, developing skills and competencies and reaching understanding and commitment. The terms and concepts for this section were based on work by Bishop (1976) and Joyce (1980).

Part Five should indicate fairly clearly the learning needs teachers have in terms of preferred learning style and methods.

Part Six, A working Definition of Counselling, sought to provide an open-ended instrument to collect perceptions on counselling and other concerns (needs) that teachers may have.

### Limitations

The limitations of the survey instrument are due both to its complexity and to its simplicity. Because it is derivative of a number of researchers, it is perhaps too complex in terms of the various kinds of data that it may provide. On the other hand, because various original items and scoring systems have been tampered with in the design of this instrument, there can be no claim to statistical reliability or validity. It is an informal survey, designed to elicit data from a specific, defined, known group. The use of the instrument with any other group would be folly. However, the process of theoretical research and adaptation of known instruments to meet local professional development needs is highly recommended by the author.

### Testing and Gathering Procedures

After completion of the first draft of each part of the survey, it was read by three teachers, and two principals, including the instructor of the author's Guidance Specialist's course. Each item was proofread in the presence of the author and commented on for clarity and meaning. Ambiguous items were rewritten immediately, providing an accurate remedy to the reader's concerns.

The revised drafts were then compiled and all revisions were used in the final copy, which went to a final reader for proofreading and content analysis.

Some minor changes were made before photocopying and the surveys were sent out by mail with an accompanying letter to all 11 returning teachers. At the time of the survey, there were two staff vacancies and the author did not survey himself or the principal. Extra copies were made and teachers who had not returned the survey were accosted in the halls and in their classrooms in the last week of August prior to school start-up.

This method of gathering the surveys was especially effective, resulting in a 82% return rate, or 9 of 11 teachers returning completed surveys.

#### Summary of Data

The survey with all its limitations proved to be extremely valuable in yielding information about teachers' needs in terms of professional development for the counselling role they will be expected to incorporate into their interaction with the students.

Part One was designed to give some measure of congruence with the existentialism-humanism orientation to education which would seem to be most conducive to the counselling role. Individual and group scores were sought in order to give the author an indication of the cohesiveness of the group in terms of their philosophical/psychological stance and to determine if there were significant deviation in individual scores from the group scores on each item that would tend to indicate problem areas in accepting the general



direction of the innovation (teachers as counsellors) and in terms of the general focus of the professional development workshop.

Since the scale for the items increased with disagreement, the lower the score, the more agreement is shown with an existentialism-humanism stance. Item numbers 1 and 4 produced complete agreement from all staff surveyed, producing a t of 9 each. This was rather a surprise since item 1:

The purpose of school is to prepare children for adulthood so they can assume a contributing role in society.

was one of two statements that intentionally did not reflect what would be called a basic existential-humanism base. Nor was item number 6:

Children should be motivated to learn what is significant and contributory to their lives.

which had a group t of 12 and a rank of five of the 12 test items.

These two items were included to produce an expected discrepancy with the other items. This did not occur and although the remaining items provide data which tends to support the notion that the teachers are oriented towards an optimum stance for counselling, it may be that in terms of educational outcomes and practices, they are more oriented towards Essentialism-Behaviorism or Experimentalism-Cognitivism.



Group totals or t scores for each of the remaining items in rank order from the lowest (agreement) to highest indicate that as a group, the teachers agree that satisfaction in learning is increased by positive group atmosphere (#4,  $t=9$ ); positive self-worth or self-esteem and self-concept is essential to academic and life success (#12,  $t=10$ ); elementary school experiences help to develop a personal sense of responsibility (#7,  $t=11$ ); internal co-ordination and planning should provide for utilization of special talents and skills that teachers may possess (#11,  $t=12$ ); groups acting towards a common goal foster co-operation and friendliness (#3,  $t=13$ ); self-concept is observable through one's behaviour or performance (#5,  $t=13$ ); children receive many satisfactions from work and stimulation from reasonable new challenges (#2,  $t=13$ );

Individual t scores for this subtest ranged from a low of 12 to a high of 24, with a mean of 13.417. The median was 12.5, with a standard deviation of 4.562.

Items #8, 9, and 10 were responsible for elevated group scores ranking twelfth, tenth, and eleventh respectively. The high level of disagreement with these item statements elevated individual t scores for three or four teachers and thus indicate three areas in which there is less agreement among the staff.

Generally speaking, there is a high level of staff agreement and cohesiveness around items #4, 12, 7, 11, 3, and

Table 1

Part 1: General Philosophy of Education

| #  | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 2  | 1  | 1  | 2  | 2  | 2  | 2  | 1  | 1  | 1  |
| 3  | 2  | 1  | 1  | 2  | 1  | 2  | 1  | 1  | 2  |
| 4  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |
| 5  | 1  | 1  | 2  | 1  | 2  | 2  | 1  | 1  | 2  |
| 6  | 1  | 2  | 2  | 2  | 1  | 1  | 1  | 1  | 1  |
| 7  | 2  | 1  | 1  | 2  | 1  | 1  | 1  | 1  | 1  |
| 8  | 5  | 2  | 3  | 4  | 2  | 1  | 3  | 1  | 4  |
| 9  | 1  | 2  | 2  | 2  | 1  | 4  | 1  | 1  | 1  |
| 10 | 1  | 1  | 2  | 4  | 2  | 5  | 1  | 1  | 2  |
| 11 | 2  | 1  | 1  | 1  | 1  | 2  | 1  | 1  | 2  |
| 12 | 1  | 1  | 1  | 2  | 1  | 1  | 1  | 1  | 1  |
| T  | 19 | 15 | 19 | 24 | 16 | 23 | 14 | 12 | 19 |

T = Total

R = Rank

Low Score = High Congruence

5. These items are clustered around group processes, interaction and co-operation, self-esteem and self-concept. Taking only the high ranking items would tend to produce individual t scores with a high level of correlation. It would appear that the teaching staff will be open to a workshop on counselling skills from an existentialism-humanism point of view and that the planning process should interpret the items of high agreement as basic belonging/human needs of the group.

Part Two of the subtest sought to gain data on the informational and content needs of the staff concerning the role of the teacher and guidance counsellor. The structure of the items was the same as Part One. High scores indicate high disagreement. It is interesting to note that the lowest item t score is #3 ( $t=9$ ), indicating that the teachers all agree completely that they should assist students in developing and maintaining positive self-concepts, while the highest item t score is # 1 ( $t=20$ ), indicating that teachers do not agree that they should assist with the development and implementation of the school guidance program! While both of these items do not reflect content needs as much as the others, the author found the responses extremely valuable in terms of planning the workshop. They did need to increase their counselling expertise but they were not about to welcome any material about implementing the guidance program beyond that at this point.

Table 2

NEEDS ASSESSMENT SURVEY

RESULTS

Part 2: The Guidance Program (Congruence With Guidance Requirements)

| # | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | T   | R |
|---|----|----|----|----|----|----|----|----|----|-----|---|
| 1 | 4  | 2  | 2  | 2  | 1  | 3  | 1  | 4  | 1  | 20  | 7 |
| 2 | 1  | 1  | 1  | 2  | 2  | 1  | 1  | 1  | 2  | 12  | 3 |
| 3 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 9   | 1 |
| 4 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 2  | 10  | 2 |
| 5 | 5  | 3  | 1  | 2  | 2  | 3  | 1  | 1  | 2  | 20  | 7 |
| 6 | 2  | 2  | 2  | 2  | 1  | 2  | 4  | 2  | 2  | 19  | 6 |
| 7 | 2  | 2  | 2  | 2  | 1  | 2  | 1  | 1  | 2  | 15  | 5 |
| 8 | 2  | 2  | 1  | 1  | 1  | 1  | 1  | 1  | 2  | 12  | 3 |
| T | 18 | 14 | 11 | 13 | 10 | 14 | 11 | 12 | 14 | 117 |   |

T = Total

R = Rank

Low Score = High Congruence

Another item that had a t score of 20 was #5, indicating that teachers should help students solve problems related to interpersonal relationships. At least two surveys indicated that there was a problem with the word "solve." Perhaps the teachers intuitively know that as counsellors they will be helpers and not problem-solvers and solution-givers. In any event, the intended emphasis on the helping relationship was lost, and obviously the wording problem was missed by all of the readers. There was also a large amount of disagreement on item #6, which essentially stated that guidance counsellors and teachers need special skills to be effective in a counselling interaction. Perhaps the compound subject of the statement was a problem or perhaps there is real disagreement about roles, skills, knowledge, and qualifications. This points to an informational need that will be met in the workshop.

Part Three sought to determine what concerns teachers had about the innovation of teachers as counsellors. The 14 items were paired to reflect the six levels of concern (Hall and Loucks, 1975, 1978). Several items were inversely scored to provide a measure of concern. The total of the two-item scores are the t scores and the difference between each of the paired scores divided by n (9) equals d.

At level (0) or awareness, items #1 and #8 were paired. There was no inverse scoring for this pair and the t score was 54,  $d=.444$ . The level (1) informational items #2 and #5 were paired, with both items being inversely scored. For this



Table 3

NEEDS ASSESSMENT SURVEYRESULTSPart 3: Teachers As Counsellors

|    | I  | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | T  |        |
|----|----|----|----|----|----|----|----|----|----|----|----|--------|
| L0 | 1  | 5  | 2  | 3  | 1  | 3  | 4  | 3  | 2  | 1  | 24 | d=.444 |
|    | 8  | 4  | 2  | 3  | 2  | 4  | 5  | 3  | 5  | 2  | 30 | t= 54  |
| L1 | 2  | 4  | 4  | 5  | 4  | 5  | 5  | 5  | 5  | 3  | 40 | d=.333 |
|    | 5  | 5  | 5  | 2  | 2  | 4  | 2  | 5  | 3  | 5  | 37 | t= 77  |
| L2 | 3  | 2  | 2  | 2  | 1  | 2  | 2  | 3  | 1  | 5  | 20 | d=.555 |
|    | 9  | 2  | 3  | 4  | 2  | 3  | 3  | 3  | 1  | 4  | 25 | t= 45  |
| L3 | 6  | 4  | 3  | 2  | 1  | 3  | 4  | 3  | 5  | 3  | 28 | d=.333 |
|    | 10 | 3  | 3  | 3  | 2  | 4  | 4  | 3  | 5  | 4  | 31 | t= 59  |
| L4 | 11 | 4  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 44 | d=.777 |
|    | 13 | 4  | 3  | 4  | 4  | 3  | 5  | 5  | 5  | 4  | 37 | t= 81  |
| L5 | 7  | 4  | 5  | 5  | 4  | 4  | 4  | 5  | 5  | 5  | 41 | d=.333 |
|    | 12 | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 44 | t= 85  |
| L6 | 4  | 4  | 3  | 3  | 1  | 2  | 1  | 5  | 2  | 4  | 25 | d=.555 |
|    | 14 | 1  | -  | 3  | 3  | 3  | 1  | 3  | 2  | 4  | 20 | t= 45  |
| T  |    | 51 | 45 | 49 | 37 | 50 | 50 | 56 | 51 | 54 |    | 49.22  |

T = Total

level,  $t = 54$  ,  $d = .333$ . Level (2) personal concerns paired items #3 and #9 and the scores were  $t = 45$  ,  $d = .555$ . At the management concerns level (3), items #16 and #10 were paired. Item #16 was inversely scored and  $t = 59$  ,  $d = .333$ .

Level (4) reflected concerns about the consequences of the innovation on the client population. Here items #11 and #13 were paired and both were inversely scored. For this level  $t = 81$  ,  $d = .777$  . Concerns about collaboration with other staff were reflected in level (5), paired items #7 and 12. Both of these items were inversely scored, resulting in  $t = 85$  and  $d = .333$ . Level (6) concerns are those of refocusing and improving on the innovation from an experience/knowledge base. Items #4 and #14 reflect this level and they were both inversely scored, yielding a  $t = 45$  and  $d = .555$  .

On a standard SoC instrument, interpretation of the data is partly concerned with the high and low individual scores. While a complete SoC survey was not feasible for this project and individual scores with just two items per level would be meaningless, there can be some value in treating the group scores on each pair as though they were individual scores. In this way, some meaning can be derived as to what level the group would tend to be at in terms of the innovation.

Initially, the  $t$  scores show that the highest levels of concern are at the collaboration, consequence, informational, and management levels.

The highest scoring level is level (5), which by itself would indicate concerns about working with others in relation

to the particular innovation and if an individual, would likely indicate an administrator. However, according to Hall and Loucks (1978), a high score at level five with high scores at (3) or (4) indicates concern about a collaborative effort in relation to the other high stage concern.

A high (5) score with a high (1) score means that there are concerns about looking for ideas from others, reflecting more a desire to learn from what others are doing, rather than a concern for collaboration. (p. 54)

There is a possibility that within the group there are both types of concerns existing and that the scores are tending to point that out. Because the instrument used in no way claims statistical validity, it is in trends and tendencies that one must deal. For the purpose of planning the workshop, it was prudent to assume that the forgoing possibility was, in fact, true.

Part Four of the instrument was included to gain some data in terms of topic needs. While the theme or main purpose of the workshop was counselling skills for teachers, it was necessary to gain some insight into their perception of what topics should be dealt with. These content needs should be evident by the t scores of each item. Complete agreement was indicated by 1 on the item scale, therefore a lower score indicates a topic that is preferred over a higher scoring one. As well, teachers were encouraged to write in two additional topics and add additional ones if necessary. The results indicated that the most popular topics were communication skills ( $t = 12$ ), micro-counselling skills ( $t =$

Table 4

NEEDS ASSESSMENT SURVEY

RESULTS

Part 4: Topics For Professional Development

| #  | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | T   |        |
|----|----|----|----|----|----|----|----|----|----|-----|--------|
| 1  | 1  | 5  | 1  | 1  | 2  | 1  | 2  | 1  | 2  | 16  | Fourth |
| 2  | 5  | 5  | 1  | 1  | 3  | 5  | 5  | 1  | 2  | 28  |        |
| 3  | 4  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 12  | First  |
| 4  | 2  | 3  | 3  | 2  | 1  | 3  | 1  | 1  | 1  | 17  | Fifth  |
| 5  | 2  | 2  | 1  | 1  | 1  | 4  | 1  | 1  | 1  | 14  | Third  |
| 6  | 1  | 2  | 3  | 2  | 2  | -  | 1  | 1  | 1  | 13  | Second |
| 7  | 5  | 3  | 3  | 1  | 3  | 1  | 4  | 3  | 2  | 25  |        |
| 8  | -  | -  | -  | -  | -  | *  | *  | -  | *  |     |        |
| 9  | -  | -  | -  | -  | -  | *  | *  | -  | *  |     |        |
| 10 | -  | -  | -  | -  | -  | -  | -  | -  | -  |     |        |
| T  | 20 | 21 | 13 | 9  | 13 | 15 | 15 | 9  | 10 | 125 |        |

T = Total  
Mean = 17.85714  
Median = 16  
S.D. = 6.202919

First = Communication Skills  
Second = Micro Counselling Skills  
Third = Decision-Making Skills  
Fourth = Career Education  
Fifth = Invitational Counselling

13) teaching decision making skills ( $t = 14$ ), career education ( $t = 16$ ), and invitational counselling ( $t = 17$ ).

Additional write-in topics included referrals and other board practices, both of which appeared twice, as well as teacher burn-out, mathematics, science, language and problem students.

The high  $t$  score for communication skills (improving self-concept and interpersonal skills of students) is not surprising. There seems to be a general trend in the data that would seem to indicate needs in the areas of group processes, self-concept enhancement, and communication. The second, third, and fifth choices also indicate needs in the skills of counselling and helping students make good decisions. The apparent aberration of the fourth choice, career education, would indicate a real need that is unfortunately out of the scope of this project.

Part Five, methods of delivery, consisted of items #1 to #4, asking teachers to report on their preferred learning style using the terms developed by Kolb (1976). Because the items were inversely scored, a high  $t$  score for an item would indicate high agreement as a preferred learning style. Items #4 and #1 each had a  $t$  score of 42. That is, teachers reported that their preferred learning styles are concrete experience and active experimentation. Reflective observation (item #2) had a  $t$  score of 35 and abstract conceptualization (item #3) scored  $t = 32$ . While there is a danger in treating the results of four self-reporting items as valid, it is



interesting to note that if the scores are recorded on the x/y axis, and the AE minus RO scores are plotted together with the AC minus CE scores, the resulting curve is located in the fourth quadrant or "accomodator" ( Kolb, 1983), or "dynamic learners" (McCarthy, 1982). In this quadrant, the individual's

greatest strength lies in doing things, in carrying out plans and tasks and in getting involved in new experiences. (Kolb, 1976, p. 36)

They are seen as enthusiastic, adaptable, action-oriented people. This would seem to concur with the author's knowledge and experience with the group. Also of interest, is the fact that the item #2 received just one less complete agreement score and there are several teachers in the group who could very possibly be more divergent in their learning styles, that is where the CE and RO predominate. It is interesting because according to Kolb, counsellors, organizational development people, and personnel managers tend to prefer this style. It would appear that the group of teachers reporting on this survey are predominantly accommodators who can implement an innovation with perhaps a smaller number of divergers who tend to like to innovate, share ideas, listen, and work in groups.

The items #5, 6, 7 consisted of a rank ordering of methods preferred for gaining information, developing skills, and reaching understanding. The most preferred method of gaining information was by study group/discussion with the lowest t score (highest preference) of 19 and 3 first choices, 4 seconds out of 9 possible. The second most preferred method

Table 5

NEEDS ASSESSMENT SURVEYRESULTSPart 5: Methods Of Delivery

|         | 01  | 02  | 03  | 04  | 05  | 06  | 07  | 08  | 09  | T  | IST     |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|---------|
| 1       | 1/5 | 1/5 | 1/5 | 1/5 | 1/5 | 2/4 | 1/5 | 2/4 | 2/4 | 12 | 42      |
| 2       | 1/5 | 2/4 | 4/2 | 1/5 | 1/5 | 1/5 | 5/1 | 3/3 | 1/5 | 19 | 35      |
| 3       | 1/5 | 2/4 | 4/2 | 3/3 | 2/4 | 1/5 | 5/1 | 1/5 | 3/3 | 22 | 32      |
| 4       | 1/5 | 1/5 | 1/5 | 2/4 | 1/5 | 2/4 | 1/5 | 2/4 | 1/5 | 12 | 42      |
| T       | 4   | 6   | 10  | 7   | 5   | 6   | 12  | 8   | 7   | 65 |         |
| Choices |     |     |     |     |     |     |     |     |     |    |         |
| 1 2 3 4 |     |     |     |     |     |     |     |     |     |    |         |
| Sr      | 2   | 3   | 1   | 4   | 3   | 3   | 4   | 4   | 1   | 21 | 2 1 3 3 |
| c       | 3   | 1   | 3   | 3   | 4   | 2   | 2   | 3   | 4   | 25 | 1 2 4 2 |
| l       | 4   | 4   | 2   | 1   | 1   | 1   | 3   | 2   | 3   | 19 | 3 2 2 2 |
| s       | 1   | 2   | 4   | 2   | 2   | 4   | 1   | 1   | 2   | 19 | 3 4 0 2 |
| 6s      | 2   | 2   | 3   | 3   | 4   | 2   | 1   | 3   | 1   | 21 | 2 3 3 1 |
| d       | 1   | 3   | 2   | 2   | 2   | 1   | 2   | 1   | 2   | 16 | 3 5 1 0 |
| r       | 4   | 1   | 4   | 4   | 3   | 4   | 4   | 4   | 4   | 32 | 1 0 1 7 |
| c       | 3   | 4   | 1   | 1   | 1   | 3   | 3   | 2   | 3   | 21 | 3 1 4 1 |
| 7pc     | 4   | 2   | 2   | 4   | 4   | 2   | 2   | 1   | 1   | 22 | 2 4 0 3 |
| d       | 3   | 4   | 4   | 2   | 2   | 4   | 4   | 4   | 3   | 30 | 0 2 2 5 |
| r       | 2   | 1   | 1   | 1   | 1   | 3   | 1   | 3   | 2   | 15 | 5 2 2 0 |
| pr      | 1   | 3   | 3   | 3   | 3   | 1   | 3   | 2   | 4   | 23 | 2 1 5 1 |

Part 6

\* \* \* \* \*

T = Total

IST = Inverse Score Totals

Low Score = High Preference

was lecture, also with a  $t = 19$ , 3 firsts, 2 seconds. This appears to reflect the trend toward group interaction and shared learning.

The highest reported method of developing skills and competencies was demonstration and practice. The  $t = 16$  with 3 first choices and 5 second choices was far ahead of role-playing ( $t = 32$ , 1 first, 1 third, 7 fourth place choices). This would appear to support the notion that the group tends to be accommodative in nature as described by Kolb (1976), that is, action-oriented, but also that there may be some divergers who tend to become fearful under pressure, that is, the pressure of a role performance during role-playing.

The most popular method of reaching understanding was by participation in a real situation, followed by evaluation. This is not surprising, as it is basically the same as the practice teaching at which they obviously were quite successful.

Part Six, the working definition of counselling, did not yield as much data as the author had anticipated. The responses were read several times to generate a list of points made by each teacher and then a frequency count was conducted and charted. The overall impression is that the teachers as a group do not have a counselling perspective at this time, but do possess a helping orientation to counselling students. Indeed, four out of nine show a definite understanding of the basic process. The needs of the group

Table 6

NEEDS ASSESSMENT SURVEYRESULTSPart 6: Scoring

|   | Crisis<br>Intervention | <u>Counselling Role</u> |      | Problem<br>Solving | Discipline | <u>Counselling<br/>Is</u> | <u>Counselling<br/>Is Not</u> |
|---|------------------------|-------------------------|------|--------------------|------------|---------------------------|-------------------------------|
|   |                        | Support                 | Help |                    |            |                           |                               |
| 1 | -                      | -                       | -    | -                  | -          | -                         | -                             |
| 2 | **                     | -                       | **   | -                  | -          | **                        | **                            |
| 3 | -                      | **                      | **   | **                 | -          | -                         | -                             |
| 4 | -                      | **                      | **   | -                  | -          | -                         | -                             |
| 5 | -                      | **                      | **   | -                  | -          | **                        | **                            |
| 6 | -                      | -                       | **   | **                 | -          | -                         | -                             |
| 7 | -                      | -                       | **   | -                  | **         | **                        | -                             |
| 8 | -                      | -                       | -    | -                  | -          | -                         | -                             |
| 9 | **                     | **                      | **   | **                 | -          | **                        | -                             |

that emerge from this part of the survey instrument are informational and to a certain extent, can only be met experientially. Therefore, one objective of the workshop would be to provide more insight into the actual counselling process without causing undue apprehension about it.

### Workshop Design and Plan

#### Summary of Teacher Needs

The needs assessment survey of teacher needs with respect to the innovation of teachers as counsellors indicates that as a group, the teachers are open to an existentialism-humanism based workshop which attempts to meet basic human/belonging needs, as well as informational needs about the teacher's and counsellor's helping roles. They favour a workshop permitting teachers to learn from others in a group process, centering around the topics of communication skills, improving self concept in students, and basic or informal counselling skills, delivered to a predominantly accommodator- style of learning group with perhaps sub-dominant diverger-style influences, using study group/discussion, demonstration and practice, and real situation/evaluation methods.



### Administrative Concerns

There were some administrative concerns that came to bear upon the timing of the workshop. Without going into unnecessary detail, it was decided to conduct the workshop on Thursday, September 21, 1989.

### Basic Design

After the results of the needs survey were analysed, it became clear to the author that in order to effectively meet all of the needs and concerns, it was necessary to consult with the staff and share the information and the basic design plan.

This was met with enthusiasm and a good deal of discussion. Some points about the survey were cleared up and there was no disagreement about the general interpretation of the data. Teachers appeared to be very satisfied that the survey reflected their needs and concerns quite accurately. The general consensus was that there should be a Communication Lab and a session on counselling skills. That appeared to be the extent of the additional input the staff were prepared to offer. Any further attempt by the author to elicit additional collaboration was met with resistance. Comments to the effect that the author should now respond to known needs as this was his project, confirmed their position. It seems that in this case, collaboration was not perceived as beneficial once the group knew that their needs

had apparently been perceived accurately. They were quite comfortable in letting the "expert" get on with it.

The teachers were somewhat familiar with C labs as the author had conducted one activity during the April, 1989, Professional Development Day. To be responsible for a half day of communication labs was beyond the range of the author's skill repertoire. An expert was needed to conduct the C labs and perhaps add to the skill development session.

#### Resource personnel and materials

Mr. George Collins, a guidance counsellor for several years and one of the author's instructors during his guidance studies, agreed to act as the resource person for the day. Mr. Collins is an expert on communication labs and agreed on the condition that the author act as a second facilitator in those activities in which two were required.

Materials for the workshop were basically print materials which were prepared along with overhead transparencies and a C lab manual (Clark, Reynolds, Ross Wood & Yielding, 1989).

The communication labs were planned for the morning to help generate warm, interpersonal feelings which would help to facilitate initial counselling skills in the afternoon session. The sequence of C labs followed by the establishment of a counselling relationship is also the sequence of the model that was to be suggested for the classroom teachers. Teachers would, to a great extent, experience many of the

same feelings as their students if they followed the model.

### Other Considerations

The questions of what counselling model to use and what skills to stress were evident from the initial idea of a workshop of this nature. Because of the limited time for the workshop, it was necessary to provide a conceptual framework that would be easily grasped, so that any techniques and skills offered could be more easily integrated into this framework and therefore be more likely to be utilized. The author selected Purkey and Watson's Invitational model of counselling (1987), based primarily on Purkey's earlier work (1970, 1978, 1984). Most of the staff are familiar with the invitational model of education and the conceptual shift to counselling would seem to be most effective through Purkey's adaptation of it. Also considered were the micro-counselling skills of Ivey (1971, 1983, 1987); however, the conceptual base required was beyond the scope of a one-day workshop.

The actual plan of the workshop began about two weeks prior to the workshop. With the data-based needs known, goal statements were generated and principles of professional development planning were considered (Brundage and MacKeracher, 1980; Joyce, 1980).

### Goal Statements

The goal statements, derived from the needs of the administration and the needs of the teachers, are organized

into psycho-motor, cognitive, and affective domains.

In the psycho-motor domain, teachers should increase their skills in the areas of perceiving feelings in themselves and others. Teachers will become more aware of interactions when a counselling intervention or approach is desirable. They should also increase their skills in responding accurately and appropriately in a counselling situation.

Teachers will become knowledgeable of the benefits of communication labs both on a personal level and for use in a classroom. They will be able to distinguish between inviting and non-inviting responses in a counselling situation and should be able to distinguish between intentionality and unintentionality in counselling interactions. Thus teachers will become more aware of what counselling is and of the theoretical base of the invitational approach in establishing a counselling/helping relationship. Teachers will also become more knowledgeable of the legal aspects that are of concern to them in the counselling role.

In the affective domain, teachers will experience increased levels of personal regard and a building of self-esteem. Perceptions of the feelings of themselves and others will improve, as will levels of regard for others. There will be increased awareness and sensitivity as to the effects of intentionally and unintentionally inviting structures and processes. There should be an improved group cohesiveness and sense of belonging.

### Audience Characteristics

An important consideration of this particular workshop as noted in earlier chapters is the unique makeup of the teacher group. Of a school staff of fifteen, ten are regular classroom teachers. The principal and one other teacher have an M.Ed. degree, with another near completion. Of the remaining staff, all hold B.A. degrees, except four teachers who have theirs in progress.

The staff ages range from the mid-thirties to the mid-fifties. The average or mean of the ages is 37.

The principal and nine of the teachers are native and are all from this Reserve and were themselves educated at this school. The non-native teachers have been at this school at least ten years each, with the average being about twelve years. All teachers at this school, therefore, show a strong local orientation as opposed to a cosmopolitan one. (Gouldner 1957).

Several characteristics of the group, relevant to learning design, are important to note (From Brundage & MacKeracher, 1980).

A) Physiological- Because of the ages of this group, some consideration should be given to the physical environment of the room. As well, the time-line of the day should be flexible, to allow the older participants to set their own pace.



B) Self-concept, role- Many learning principles regarding self-concept and self-esteem would seem to apply to this situation. The teachers involved will tend to have positive self-concepts and probably fairly high self-esteem, depending on what was happening in their lives at that moment. The teachers will also tend to have a positive self-concept, having successfully completed several years of teaching. The facilitators will have to value all learners and their experiences to promote a positive and high self-description and thus optimum learning. The principle that adults react to learning based upon their own perceptions is also important here. Sharing of experience is vital. The learners should have ample opportunity to extract their own meaning from the co-learning project. The activities should also allow them to organize and integrate these meanings into a new and changing self concept. Finally, the emotional climate of the learning situation should provide a safe, supportive environment to try out the behavioural changes that the new learning will bring.

C) Emotions, Stress, Anxiety- There will be a high level of stress and anxiety initially, because all participants will be made aware of their own weak areas of expertise. Their motivation, however, will be high. They should respond positively to techniques designed to facilitate a lessening of this stress and experience an increase in trust within the group.

17.

D) Past experiences- Almost all of the skills acquisition involved in this project is based upon the past experiences of the learners. Each person has a vast array of highly integrated experiences to bring to this learning. Some of the past experiences will present a paradox or conflict with new perceptions and information. As such they represent an obstacle as well as an enhancement to learning.

E) Time perspective- The average age of the participants suggests that they will be concerned with problems in the immediate present, that their past experience has the potential to thwart or promote growth, and that when problem-solving, they will rely more on their own experience and resources rather than "expert" opinion from outside sources. They will also be more concerned with immediate and pragmatic applications of their learning.

The concept of time itself should be noted here, as it is regarded as being rather elastic, that is, not absolutely tied to the clock, by most of the participants. "Indian time" means letting the activity define the time rather than fitting the activity into a rigid time block. While the school is not run in this fashion, many other activities are.

F) Motivation- The teachers in this group will have some unmet needs in terms of the expertise needed to do their job. They will need feedback and guidance to further define and refine these needs into learning objectives.

G) Resistance to change/flexibility- The group of teachers represented here will show a moderate resistance to change for a number of reasons. Flexibility will be facilitated when working in co-learning groups over a period of time.

H) Learning styles, abilities- The group of teachers represents a fairly heterogeneous group. Their learning styles or cognitive styles vary somewhat ( see survey summary). The opportunities for a wide variety of learning activities should be a component of this programme. Age-related declines and resistance to new learning experiences does not seem to be a major factor for the participants over fifty in this project.

All of the participants have experience as adult learners. This fact would seem to suggest that all are reasonably familiar with the style that they prefer.

Another factor worth mentioning here is the high cultural value that the participants tend to place on sharing. Co-operative learning activities will be received in a positive way.

I) Stages of life span development- It is difficult to say what stages the participants are in in terms of their life span development. However, in terms of professional development (Gregorc,1973), some teachers may be at the growing phase and thus be resistant to drastic changes in terms of their own role or innovative professional

development. The majority of teachers are at the maturing phase. The proposed programme which is person-centered, largely self-defined, involving peer support and collaborative learning in a group setting, seems to be the most appropriate.

To summarize this section, the characteristics of this audience seem to indicate that there may be needs:

- to incorporate the learners' past experiences,
- to raise self esteem after a momentary reorganization,
- to lower stress and anxiety while maintaining a high level of motivation,
- for an optimum physical environment,
- for flexibility and variety of learning activities,
- for opportunities to use appropriate individual learning styles,
- for opportunities to share skills and information on a interpersonal level.

Teachers will begin to approach their counselling role from an "invitational stance," that is, they will become more inviting personally and professionally, unintentionally and hopefully intentionally.

## Instructional and Delivery Strategies

The characteristics of this group and the data analysis of the needs survey suggest that for the most part, the interactive approaches that have been proposed above are indeed, the most appropriate. The objectives are such that they can be most effectively met using group processes in the form of communication lab activities and in active participation and evaluation of real counselling situations.

Both of these components lend themselves to the model of Joyce (1980), in which presentation of theory is followed by demonstration, practice, feedback, and coaching during continuing practice. The length and duration of each phase will vary according to the needs and objectives of the facilitators and participants; however, the outcomes remain basically the same. Learners progress through an awareness phase to gain conceptual control, which enables them to gain skills and develop them until they become part of their professional repertoire.

The structure of the day evolved after consultation with Mr. George Collins. After the author presented the results of the needs survey, outlined the administrative needs, the project requirements, and the goal statements, the actual day was co-operatively planned.

Coffee, juice, muffins, and doughnuts would be provided as people began to arrive. Both facilitators would be on hand to greet and welcome everyone and to help set the tone of



intentionally inviting. The author would begin the official welcome by outlining the goal statements or learning objectives of the day and introduce Mr. Collins, or rather George, as he preferred to be called.

George would give a short introduction about communication labs and his very positive experiences with them. It should be pointed out that George is known to most of the staff and is highly respected in the county. In this regard he may qualify as an ideal facilitator as proposed by Brundage and MacKeracher (1980, p.91).

He would then give an overview of the C lab activities and begin the first part in group settings. There would be two groups and the author would lead the second group. After about an hour of two or three activities, there would be a break of fifteen minutes. Following the break, the second part of the C labs would get underway, working first in two groups and then in triads and diads. The general order of activities would be from low risk to higher risk activities in terms of threats to self-concept.

The final part of the morning would be processing experiences, feelings, and techniques encountered during the activities. Thus theory, demonstration, practice (experience), and feedback are elements of the morning activities. The coaching phase of the design as applied to C labs would be when, after initial participation, a teacher would become a group leader or facilitator.

After a break for lunch, the afternoon session on

invitational counselling would be led by the author and assisted by George. The session would begin with a short theoretical overview of the invitational model and how it applies to counselling. The second part would be a role-playing demonstration by the facilitators, of various counselling interactions showing elements of the "Four Corner Press" (Purkey, 1986) and "The Global Scale" (Carkuff and Truax, 1967). Teachers would be asked to identify the quality of counsellor interaction in terms of the Four Corner Press or perhaps using the global scale. There would be a short break after this phase, followed by practice in triads rating given responses to situations presented in print.

The next step in the practice phase would be to provide prepared responses to situations presented in print form. This would be in triads or diads and the task would be to make the responses intentionally inviting so that the helpee would be likely to continue to share information and feelings about his/her concerns.

An attempt would be made to elicit a risk-taker or two, to try an open-ended dyad for a couple of 'rounds' of helper/helpee exchanges. This practice in providing appropriate responses is one that hopefully all teachers will begin in their counselling role. Some feedback would be possible on this day, however, the majority of the feedback and coaching will be done on an ongoing basis by the author.

The feedback from the activities would only take about fifteen minutes before addressing legal concerns that the teachers might have.

### Limitations

The main limitation of the overall design and actual plan of this workshop would appear to be in terms of time. The process of gaining expertise in counselling skills and in developing a professional approach to the use of these skills is obviously one that takes place over a period of time with a multitude of opportunities for practice and coaching. The design itself is well researched and based on sound principles of adult learning and professional development. The fact that it is ambitious in nature and scope, is of course a limitation of sorts. However, both parts of the day were, in the author's opinion, necessary.

The day is only a start or a beginning of a long-term program in the implementation of this particular innovation of utilizing native teachers as helping/counselling professionals to their students.

## CHAPTER FOUR: PRESENTATION AND FINDINGS

### Workshop Report

The workshop began slightly after 9:00 AM in the Library/ Resource room at J. C. Hill School. The coffee, juice, muffins, and doughnuts that were provided by the author to promote an invitational atmosphere proved to be quite popular. A surprise carrot cake and extra juice that one of the teachers thoughtfully provided only added to the inviting nature of the day.

Staff were encouraged to wear jeans and other casual clothes to facilitate some of the activities in the C labs. They all arrived in good spirits, eager to experience the day after two-and-a-half weeks of more serious matters.

The orientation towards a positive group atmosphere which the group of teachers saw as promoting satisfaction in learning was very evident at this point.

George Collins explained what C labs were, outlined his own experience with C labs, and then explained the goals of the day's activities and how teachers might incorporate them into their classroom setting.

The Accommodator style of learning, emphasizing doing things, carrying out plans, and getting involved in new experiences seemed to also be very much in evidence as George made his initial presentation.

tables and chairs were then rearranged to allow for two groups to proceed through the activities. The first activity, however, involved the entire group. This was a variation on "The Name Game" C lab activity (Clark et al, 1989, p. 10).

In this activity, one main purpose is to have group members learn the first names of group members. In a group such as the staff, this was rather ludicrous, so the variation of using second names provided the experience of learning names for the first time as well as a healthy element of fun.

Because members of the group knew each other well, it was difficult to plan activities that would give them a sense of meeting a group for the first time and experiencing the kinds of feelings that new classes would if they were using such an activity. Therefore, the two facilitators had modified and innovated several activities that would account for this variation on a typical C lab group.

After the first activity was processed in the large group setting, the two smaller groups were formed in order to proceed with a Shared Successes activity. This activity is designed to promote a positive self-concept, which the teachers agreed was essential to academic and life successes. Each person was asked to share a particular success of theirs over the past year and why it had personal meaning for them. Facilitators directed and guided the contributions of the group and helped to process the activity in the large group setting.



In each of the processing sessions, particular attention was paid to the kinds and levels of communication that were taking place during the activity and what was happening to the group as a functioning unit. The entire morning, therefore, was devoted to the topic that teachers indicated as being most meaningful to them.

A third activity, Time Capsule, designed to further encourage sharing of personal values, was not conducted due to time constraints. However a brief overview was given.

Following the break, the group was broken into triads to facilitate more personal contributions in a group setting. The activities were beginning to become more lengthy as the participants gained trust in the group and each of its members.

The next activity was designed by the facilitators expressly for the teacher group. Called Sabbatical, its purpose was also to encourage sharing of personal values, perhaps integrated with professional ones. Participants were asked to detail their plans for an unexpected, fully paid year beginning the next September.

This was followed by an activity in dyads which the facilitators called Heroes. Participants were asked to name their most important personal hero and his or her significance to their lives. At the end of this activity, there was a high level of trust and positive feeling within the group.

The next activity required the formation of two large groups and was designed to allow participants to become more aware of personal strengths in themselves and others, develop skills in receiving positive information, and enhance the positive group feelings by enhancing individual self-worth. It is called Strength Bombardment and each person takes his or her turn listening and perhaps responding to the positive things that each member in the group has to say about that individual.

Time did not allow for a final activity in which the two groups are asked to build a particular machine using only group members. This fun-activity, which is designed to provide a change of pace, further group cohesiveness and co-operation, and allow for leadership to evolve, was suspended by group decision to give time for additional processing. It was obvious that all of the objectives of this activity were already being met! The teachers were on an emotional high, eager to integrate their experiences into their professional techniques. The wrap-up activity was cancelled and the lunch break was characterized by numerous discussions of the mornings's activities.

The afternoon session centered around the topic of counselling skills, using the theory, demonstration, practice, feedback approach.

The goal statements in Chapter Three included both the morning and afternoon sessions of the workshop; however, the needs survey pointed to some specific needs and concerns that were addressed in the afternoon sessions only.

The beliefs that teachers should assist students in developing and maintaining positive self concepts, that teachers should help students solve interpersonal relationships, and that the utilization of special talents and skills within the organization, are strongly held within the teacher group. They will provide the necessary motivation to learn and improve counselling skills. Thus the beginning session, which covered the theoretical base for the Invitational Approach to counselling, was reasonably well attended to. The author attempted to keep the lecture short and emphasize the four levels of functioning and the four corner press. Questions and answers were dealt with both during and after the lecture.

Following the lecture, the author and George Collins demonstrated several counselling interactions to show four levels of functioning, which correspond roughly to four levels of empathy on the Global Scale (Gazda, et al., 1984). Participation from one of the teachers who had taken a guidance course served to add variety to the demonstrations, which were entirely unrehearsed. Discussion of each demonstration helped to illustrate the concepts of inviting and disinviting interactions, both intentional and unintentional.

After a short break, the practice phase began. In this phase, there were four parts, each one requiring greater skill and insight into the model and the process. The first part required ratings from the large group on responses

paired to statements from print material on the overhead. The basic questions to answer were, "Is it inviting or disinviting?" "Is it intentionally or unintentionally so?"

Once the basic process was established, the model was used very effectively at this point. Teachers could discern the qualities of the responses and place them in the proper quadrant of the four-corner press.

Part Two required the participants of the large group to generate their own responses to prepared "openers" from print materials from the overhead. Several teachers were quite comfortable with the activity at this level. Two or three did not offer any responses at this level.

The main difference in Part Three was that the "openers" were now in print form, in a greater quantity, and participants worked in triads so that the threat of incorrect or low-level responses was lessened.

Even at this, teachers found it difficult to generate intentionally inviting responses that they were satisfied with. At this point, the author decided to abandon progression to Part Four and leave it to later professional development days.

Processing of the guided practice, providing feedback, was essential to deriving meaning from an activity in which frustration level was approached. In the simplified model that the author has developed, intentionally inviting responses which tend to reflect both content and meaning of helpee statements, increase the likelihood that the helpee will continue the dialogue. Intentionally inviting responses

tend to be accepting, empathetic, and open; showing respect, warmth, and optimism. They do not have to be as concerned with learning detailed skills as professional counsellors, as long as they take this professional stance towards their counseling role. I believe that this came across in the processing session.

The last part of the afternoon dealt with some concerns raised by teachers during the time between the consultation and the workshop date. My attempt to address these stated needs was comprised mainly of a presentation of several scenarios from an ethical-legal handbook for school counsellors (Ontario School Counsellors Association, 1984) and a question and answer period.

Unfortunately, a crisis of sorts required the presence of a few teachers and they had to leave early. The remaining participants, however, remained long past 3:00 P. M. to complete evaluations and further discuss the day.

#### Evaluation of Professional Development Day

Participants were asked to complete an evaluation form consisting of seven open-ended statements:

If I were running the sessions...

I liked...

I didn't like...



A problem I had which was solved.....

I would like to know more about...

I'll be able to follow up this session with...

For next time...

There were seven returned, resulting in 49 possible statements. Of these, there were 13 blank responses, three were negative, and 33 were positive. The negative responses were about the use of the overhead (lighting and position) and the lecture. One person reported that they did not like the lecture, although it was very informative and well-organized. The other reported that she did not like it timed immediately after lunch!

Of the positive comments, the majority fell in favor of the morning session on Communication labs. Sample comments of particularly favourable comments are:

If I were running the sessions...

"I would hire Rick and George to do it"

"I wouldn't have done as well"

"I would have more sessions during the year, exactly the same as this morning"

I liked...

"The communication labs..very stimulating"

"The way George oriented his presentation to native culture"

"The social interaction"

"Legal aspects, positive rapport, informal atmosphere, evaluation form"

"The morning session...chance to move around/talk.. really meaningful"

I didn't like...

"Staff 'melting away', but it couldn't be helped"

"I enjoyed the entire day"

A problem I had which was solved.....

"I received a lot of ideas which will help me to be a more effective counsellor in the classroom"

"A way to deal with students (with problems)"

"Realizing I was often assuming the responsibility of the child's problem"

"I'll get back about this"

I would like to know more about...

"The Inviting Approach"

"Guidance courses"

"Communication labs"

"Actual techniques...how to "

I'll be able to follow up this session with...

"My own class in-service activities"

"More feeling and understanding when I talk to students"

"Extra reading....practising the inviting approach more consciously"

For next time...

"Bring more goodies!"

Many more positive comments passed on to the author verbally indicated that indeed, the teachers had enjoyed the day very much and had perceived it to be valuable as a first part to becoming skillful counsellors to their students.

In terms of the Goal statements of the workshop design, there appears to be very strong evidence that the psychomotor objectives of increased levels of skills in perceiving feelings, and responding accurately and appropriately have at least, in part, been met. One can infer this by the quality and quantity of related statements from the open-ended evaluation.

In the affective domain, the teachers reported increased levels of perception of feelings and personal regard of themselves and others, as well as an improved sense of group cohesiveness and sense of belonging.

They also demonstrated and reported increased knowledge and understanding of the nature and function of counselling, including the invitational approach. Teachers also increased their awareness of communication and group dynamics through their experiences with C labs and became more informed in the legal aspects of counselling.

In summary, it would appear that as an initial professional development session for teachers to increase counselling and related skills, this workshop was a qualified success. The plan calls for a series of similar workshops and individual coaching sessions to complete the model. Several factors well beyond the author's control have precluded this at the present time. Staff are in complete agreement that the innovation and professional development plan will be implemented fully for the academic year beginning in September, 1990, and that the format of the initial workshop should not be changed. They are also very much in favor of another needs assessment and survey at that time in order that the planners can respond effectively to any new and additional needs. The survey instrument developed for this project will prove to be quite valuable for this purpose.

## CHAPTER FIVE: SUMMARY

The purpose of the project was to facilitate implementation of the teachers' role in the counselling component of the school guidance plan. A previous professional development day on the curriculum part of the plan helped to raise awareness and concerns regarding the importance of the specialized counselling role of the teachers. By increasing skill levels of teachers in the areas of communication, human relations, and informal counselling, adoption of the innovation of native teachers acting as counsellors to native children was thought more likely to occur. A needs assesement, including a needs survey, was to be employed to assist in the planning, design, and delivery of the initial professional development workshop.

Chapter One of the project began with an overview of Native Education in Canada, at Six Nations, and continued with a detailed description of the background to the project at J. C. Hill School. The chapter concluded with a statement on the importance of the project and one on the scope and limitations inherent therein.

The author wishes to stress again that to his knowledge, there is no research in print in the area of native teachers acting as counsellors to native students. The notion that such an innovation is both desirable and of greater efficacy seems to appeal to Native and non-native educators alike. It is also appealing from an administrative point of view, in



terms of effective deployment of human resources. Therefore, the assumption that such an innovation was desirable from several points of view was the basis of the project.

Many theories from the areas of educational change, curriculum development and implementation, adult education, in-service, professional development, human relations, communication, and counselling impact on this project. Full consideration and discussion of these theories was not possible. The practicality of the theories ascribed to, used, and alluded to, is also assumed.

Chapter Two attempted to establish that guidance and counselling are important parts of a senior elementary school and that teachers are effective in a counselling role. The chapter also sought to show that native students have special culturally based needs that suggest that native teachers would be even more desirable in a counselling role to native children, and that should they be given an opportunity to express their needs in view of such an innovation, an effective professional development experience could be developed through co-operative and collaborative effort.

The needs assessment, including the needs survey and the analysis of the data, was detailed in Chapter Three. This was followed by the workshop, design and plan that evolved from the needs assessment.

Chapter Four reported the events and teacher evaluation of the workshop including information on how helpful they perceived the workshop to be in terms of implementing the innovation.

The project has facilitated implementation of the counselling component to a very high degree. However, the fact that the academic year was interrupted by political events outside the author's control has seriously affected the overall plan, of which this project was an integral part. As noted in Chapter Four, the model set out in this project will be used again next year, to continue the implementation plan. The evaluations of the participants indicate that the process of a needs assessment which includes a survey, followed closely by consultation and collaboration, can be extremely valuable in planning and providing successful professional development workshops.

Teachers at J. C. Hill generally perceive the C labs to be both enjoyable and beneficial and would like additional experience in them as well as some assistance in implementing their use in a classroom situation. As the year progresses, teachers will also find that their needs, in terms of counselling skills, become less vague and more tangible. It is expected, then, that a similar workshop will be programed for the beginning of the next academic year. Depending on the changing needs, it will likely concentrate more on how to use C labs in the classroom to promote a healthy group atmosphere within the classroom, and will also attempt to meet more practical counselling needs that the teachers express.

Essentially, then, the innovation of teachers as front-line counsellors will rely on a day-to-day consultative process with the author, the principal, and teachers, but the overall plan for a September, 1990, workshop will not deviate from this project except to meet new teacher needs that arise as teachers attempt to implement the innovation.

The consultative role of the author now becomes the key to both the coaching phase of Joyce's model (1980) and the implementation process (Hall & Loucks, 1975). As teachers become aware of counselling situations, they will be encouraged to begin the initial process and make referrals to the author if they feel they are not being helpful. The principal and author will provide support for this process by taking over classroom instruction to enable a teacher to leave the room at almost any time of the school day. The author will also arrange informal case conferences during which the counselling relationship, techniques, and outcomes will be explored in order to facilitate coaching of the teacher in his or her counselling skills. Additionally, interested teachers may, with the pupil's consent, sit in on counselling sessions to observe the author's techniques and may allow him to observe their counselling. In any event, the first year of this program will produce many additional questions and new needs that will be met on a day-to-day basis, as well as on future professional development days.

The evaluation of the effectiveness of the counselling role of the teachers is part of an overall evaluation of the

Guidance program that is planned for spring of 1991. Obviously, there will be an informal evaluation of this by the teachers, principal, and myself towards the end of the year. The subjective perceptions of the teachers play a very large part in the implementation of this role, and an early review of the effectiveness of it would seem to be counter-productive in terms of adding undue stress. Teachers should be supported and encouraged to adopt a counselling orientation, not made to feel threatened by an evaluation which could be seen as some kind of performance review.

### Conclusions

The adaptation of accepted instruments, consistent with their theoretical base, to a needs survey as a precursor to a collaborative process in planning professional development activities is both effective and desirable. The professional development leader or planner must be aware of any changes being made in the original instrument designs and items, and no claim can be made to any validity of the survey except in terms of suggesting trends and tendencies of the survey population. Such information is nevertheless invaluable during the co-operative/consultative planning process and as this project suggests, promotes a design/plan for professional development which results in workshops that are both satisfying and useful.

By paying close attention to the theoretical and the practical considerations throughout the process, a needs survey promises to effectively bridge the gap that exists between the two.

### Recommendations

It has been demonstrated that responding to real needs of teachers on both a personal and professional level can result in effective professional development activities that also meet administrative needs. The collaborative process of planning professional development is necessary for both kinds of needs to be met, and a needs survey that addresses several facets of the innovation and teacher needs is an extremely valuable tool in such a process. It is recommended for both large-scale, long-term professional development programs and short one-day workshops.

There appears to be some legitimate connection between the kinds of information that established instruments provide and the kind which the much shorter survey of this project provided. It would be helpful to educators if the theorists could provide a lighter, smaller, condensed version of their instruments that although perhaps not as valid or reliable as the original, would be highly usable. Planners do not have the time or resources to conduct all of the surveys that provide valuable information about a client population.



101

They therefore choose one or two and tend to meet only those needs reflected in those instruments. A more eclectic approach to information-gathering would perhaps yield an improved view of the situation.

#### Questions and Suggestions For Further Research

The main assumption of the project, that native teachers will be effective in counselling native children providing that role is accepted and skills are developed, is one that requires immediate investigation.

Questions of the effectiveness of such an approach compared to employing a professionally qualified non-native counsellor would also have to be addressed. Further, a non-native counsellor sensitive to the needs of the native population may also be effective. In any event, a counsellor, acting as a school or family of schools counsellor, would be of invaluable assistance to the teachers. Such a person should be able to counsel, consult with counselling teachers, and act as a referral agent to other community-based agencies.

This project points to encouraging signs that such an approach is desirable. If it can be shown to be both desirable and effective, then there seems to be implications for institutions training native teachers. Perhaps future native teachers will have counselling skills included as part of their pre-service experience. Certainly endorsement from native groups and communities could be expected for such programs.

The resulting questions of what techniques would be most effective and what design would be most effective in teaching these techniques also arise.

## Bibliography

- Alexander, W., & George, P. S. (1981). The Exemplary Middle School. New York: Holt Rinehart & Winston.
- Barman, J., Hebert, Y., & McCaskill, D. (Eds.) (1986). Indian Education in Canada, Vol. 1: The Legacy (pp 1-18) Vancouver: University of British Columbia Press.
- Bateson, G. (1972). Steps to an Ecology of Mind. New York: Ballantine Books.
- Baum, G. (1978). Adult education as a political enterprise. Address to alumni of the Department of Adult Education, Ontario Institute for Studies in Education. Toronto.
- Bishop, L. J. (1976). Staff Development and Instructional Improvement, Plans and Procedures. Boston: Allyn & Bacon.
- Bloom, B. S. (ed.) (1956). Taxonomy of Educational Objectives, the Classification of Educational Goals, Handbook I: Cognitive Domain. New York: David McKay Inc.
- Brundage, D. H., & MacKeracher, D. (1980). Adult Learning Principles and Their Application to Program Planning. Toronto: Ministry of Education, Ontario.
- Bruner, J. S. (1966). Toward a Theory of Instruction. Cambridge, MA: Harvard University Press.
- Burden, P.R., & Wallace, D. (1983, October). Tailoring staff development to meet teachers' needs. Paper presented at the Association of Teacher Educators Mid-America Mini-Clinic. Wichita KS.
- Caldwell, E. (1966). Guidance competencies in the classroom. Elementary School Guidance and Counseling.1(2), 13-19.
- Carkuff, R.R. (1969)a. Helping and Human Relations: A Primer for Lay and Professional Helpers. Vol. 1: Selection and Training. New York: Holt, Rinehart & Winston.
- Carkuff, R.R. (1969)b. Helping and Human Relations: A Primer for Lay and Professional Helpers. Vol. 2: Practice and Research. New York: Holt, Rinehart & Winston.

- 104.
- Carkuff, R.R. (1971)a. Helping and Human relations: A brief guide for training lay helpers. Journal of Research and Development in Education. 4(2), 17-27.
- Carkuff, R.R. (1971)b. The Development of Human Resources: Education, Psychology, and Social Change. New York: Holt, Rinehart, & Winston.
- Carkuff, R.R. (1972). The Art of Helping. Amherst, MA: Human Resources Development Press.
- Carreio, R., & Schulz, W. (1987). Activities of Canadian elementary school counsellors. Unpublished manuscript.
- Clark, R., Reynolds, P., Ross, F., Wood, M., & Yielding, D. (1989) The Communication Lab: A Strategy to Improve Self-Concept and Interpersonal Skills. Toronto: OISE Press-Guidance Centre.
- Clark, R.J., & Seidman, E. (1980). Individual imperatives in institutional self development. Peabody Journal of Education, 58, 34-38.
- Coombs, A., & Snygg, D. (1959). Individual Behaviour (rev. ed.) New York: Harper.
- Cottingham, H.F. (1963, April). Guidance in elementary school: A status review. Speech delivered to the American Personnel and Guidance Association convention. Chicago, Il.
- Cottingham, H.F. (1968). The counselor's role in elementary school guidance. School Guidance Worker. 23(6) 12-17.
- Cropley, A.J. (1977). Lifelong Education: A Psychological Analysis. Toronto: UNESCO Institute of Education/Pergamon Press.
- Cross, K.P. (1976). Accent on Learning. San Francisco: Jossey-Bass.
- Darou, W.G. (1987). Counselling and the Northern Native. Canadian Journal of Counselling. 21(1), 33-41.
- Dave, R.H. (ed), (1976). Foundations in Lifelong Learning. Oxford: UNESCO/Pergamon Press.
- Department of Citizenship & Immigration, Indian Affairs Branch, Education Division, (1962). Guidance Manual And Handbook For Indian Schools. Ottawa: Author.

- Dinkmyer, D.C. (1963). Encouraging Children to Learn: The Encouragement Process. Englewood Cliffs, NJ: Prentice-Hall.
- Dinkmyer, D.C. (1967). Elementary school guidance and the classroom teacher. Elementary Guidance and Counseling. 1(1), 192-200.
- Dinkmyer, D.C. (1968). Guidance and Counseling in the Elementary School: Readings in Theory and Practice. New York: Holt, Rinehart, & Winston.
- Dobson, R., Dobson, J., & Kessinger, J. (1980). Staff Development: A Humanistic Approach. Washington, DC: University Press of America.
- Dreikers, R., with Soltz, V. (1964). Children: The Challenge. New York: Hawthorn Books.
- Dreikers, R., & Cassel, P. (1974). Discipline Without Tears. New York: Hawthorn Books.
- Eckerson, L.O., & Smith, H.M. (1962). Guidance in elementary schools: Successful practice. School Guidance Worker. December.
- Ellis, A. (1971)a. Rational Emotive Therapy and its Application to Emotional Education. New York: Institute for Rational Emotive Therapy.
- Ellis, A. (1971)b. An experiment in emotional education. Educational Technology. 11(7), 61-63.
- Ellis, A. (1971)c. A Guide to Rational Living. Englewood Cliffs, NJ: Prentice-Hall.
- Ferrinden, W.E. (1970). Classroom Management Through the application of Behaviour Modification Techniques. Linden, NJ: Remediation Associates.
- Feringer, R. (1978). The relationship between learning problems of adults and general learning theory. Address to the Adult Education Research Conference. San Antonio, TX.
- Fisk, E.B. (1983, October 4). Teacher fulfillment put above pay. The New York Times p. C10.



- Frankl, V.E. (1963). Man's Search for Meaning: An Introduction to Logotherapy. New York: Simon & Schuster.
- Freire, P. (1981). Pedagogy of the Oppressed. New York: Continuum.
- Fullan, M. (1982). The Meaning of Educational Change. Toronto: Ontario Institute for Studies in Education.
- Fullan, M., & Pomfret, A. (1977). Research on curriculum and instruction implementation. Review of Educational Research. 47(1), 335-397.
- Gagne, R.M. (1977). The Conditions of Learning (3rd ed.). New York: Holt, Rinehart, & Winston.
- Gazda, G.M., Asbury, F.S., Balzer, F.J., Childers, W.C., & Walters, R.P. (1984) Human Relations Development: A Manual for Educators, (3rd ed.). Newton, MA: Allyn & Bacon.
- Gibson, R.L., & Mitchell, M.H. (1981). Introduction to Guidance. New York: Macmillan.
- Gibson, R.L., Mitchell, M.H. & Higgins, R.E. (1983). Development and Management of Counseling Programs and Guidance Services. New York: Macmillan.
- Glasser, W. (1969). Schools Without Failure. New York: Harper-Row.
- Glasser, W. (1972). The Identity Society. New York: Harper-Row
- Gouldner, A. (1957). Cosmopolitans and locals: Towards an analysis of latent social roles--I. Administrative Science Quarterly. 2, 281-306.
- Griffin, G.A.(ed.), (1977). Staff Development. Chicago IL: National Society for the Study of Education.
- Gregorc, A.F. (1973, December). Developing plans for professional growth. National Association for Secondary School Principals Bulletin 57. 1(8).

- Hall, G.E., & Loucks, S.F. (1975). Levels of use of the innovation: A framework for analyzing innovation adoption. Journal of Teacher Education. 26(1), 52-56.
- Hall, G.E., & Loucks, S.F. (1978). Teacher's concerns as a basis for facilitating and personalizing staff development. Teacher's College Record. 80(1) 36-53.
- Harris, R.C. (1973). Counseling Native Canadian Students. School Guidance Worker. 28(5) 58-63.
- Hart, L.A. (1975). How the Brain Works: A New Understanding of Learning, Emotion, and Thinking. New York: Basic Books.
- Herring, R.D. (1989). Counseling Native American children: Implications for elementary school counsellors. Elementary School Guidance and Counseling. April, 1989, 23, 272-280.
- Ivey, A. (1971). Microcounseling: Innovations in Interview Training. Springfield, IL: Charles C. Thomas.
- Ivey, A. (1983). Intentional Interviewing and Counseling. Monterey, CA: Brooks/Cole.
- Ivey, A. (1986). Developmental Therapy: Theory into Practice. San Francisco: Jossey-Bass.
- Ivey, A. (1987). Reaction: Cultural Intentionality, the core of effective helping. Counselor Education and Supervision. March 1987, 65, 168-171.
- Ivey, A., & Authier, J. (1978). Microcounseling: Innovations in Interviewing, Counseling, Psychotherapy and Psychoeducation (2nd ed.). Springfield, IL: Charles C. Thomas.
- Ivey, A., & Simek-Downing, I.M. (1987). Counseling and Psychotherapy: Integrating Skills, Theory, and Practice (2nd ed.) Englewood Cliffs. NJ: Prentice-Hall.
- Joyce, B. (1980, November). The State of the art. Elements: Translation Theory into Practice. Department of Education, University of Alberta.
- Joyce, B., & Weil, M. (1972). Models of Teaching. Toronto: Prentice-Hall.

- Kidd, J.R. (1973). How Adults Learn (2nd ed.). New York: Association Press.
- Knowles, M.S. (1973). The Adult Learner: A Neglected Species. Houston, TX: Gulf.
- Knowles, M.S. (1978). The Adult Learner: A Neglected Species. (2nd ed.) Houston, TX: Gulf.
- Knowles, M.S. (1980). The Modern Practice of Adult Education: Pedagogy to Andragogy. Houston, TX: Gulf
- Knox, A.B. (1977). Adult Development and Learning. San Francisco: Jossey-Bass.
- Kolb, D.A. (1976). The Learning Style Inventory. Boston: McBer.
- Kolb, D.A. & Fry, R. (1975). Towards an applied theory of experiential learning. In Cooper, C.L. (Ed.), Theories of Group Processes. London: John Wiley & Sons.
- Lazarus, P.J. (1982). Counseling the Native American child: A question of values. Elementary School Guidance and Counseling. 17(2), 83-88.
- Leithwood, K.A. (ed.) (1986). Planned Educational Change: A Manual of Curriculum Review Development and Implementation (CRDI): Concepts and Procedures. Toronto: OISE Press.
- Lewin, K. (1951). Field Theory in Social Science. New York: Harper.
- Lippitt, G.L. (1969). Organizational Renewal: Achieving Viability in a Changing World. New York: Appleton-Century-Crofts.
- Lippitt, G.L. (1982). Planning and managing change. pp 50-75. in Organizational Renewal: A Holistic Approach to Organizational Development. New York: Prentice-Hall.
- Loucks, S.F., & Hall, G.E. (1977). Assessing and facilitating the implementation of innovations: A new approach. Educational Technology. February, 18-21.
- Maslow, A. (1970). The Farther Reaches of Human Nature. New York: Viking Press.

- McCarthy, B. (1982). Improving staff development through CBAM and 4MAT. Educational Leadership. 40 (October), pp.20-25.
- Meeks, A.R. (1962). Guidance in the elementary schools. Journal of National Education Association. 51(30), 189-196.
- Merizow, J. (1978). Education for perspective transformation: Women's re-entry programs in community settings. Teachers College Center for Adult Education. New York: Columbia University.
- Ministry of Education, Province of Ontario. (1978). Curriculum Guideline for the Intermediate Division: Guidance. Toronto: Author.
- Ministry of Education, Province of Ontario. (1980). Curriculum Ideas for Teachers: Guidance. Toronto: Author.
- Ministry of Education, Province of Ontario. (1984)a. Curriculum Guideline for the Intermediate and Senior Divisions: Guidance 1984. Toronto: Author.
- Ministry of Education, Province of Ontario. (1984)b. Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements 1984. Toronto: Author.
- Mitchum, N.T. (1989). Increasing self-esteem in Native American children. Elementary School Guidance and Counselling. 23, 266-271.
- National Indian Brotherhood, (1972). Indian Control of Indian Education: Policy Paper. Ottawa: Author.
- Ontario School Counsellors' Association, (1984). An Ethical-Legal Handbook for School Counsellors. Toronto: Author.
- Owens, R.G., & Steinhoff, C.R. (1976). Crucial factors in organizational change. In Administering Change in Schools. (pp.59-97) Englewood Cliffs, NJ: Prentice-Hall.
- Perls, F. (1969). Gestalt Therapy Verbatim. Moab, UT: Real People Press.
- Piaget, J. (1970). Science of Education and the Psychology of the Child. New York: Viking Press.



- Postman, N., & Weingartner, J. (1969). Teaching as a Subversive Activity. New York: Dell.
- Purkey, W.W. (1970). Self Concept and School Achievement. Englewood Cliffs, NJ: Prentice-Hall.
- Purkey, W.W., & Schmidt, J.J. (1987). The Inviting Relationship: An Expanded Perspective for Professional Counseling. Englewood Cliffs, NJ: Prentice-Hall.
- Rappa, J.B., & Brown, P.P. (1983). Using research to enhance staff development: A collaboration between a State Education agency and an independent research organization. Massachusetts State Dept. of Education, Boston /TDR Associates, Inc. Newton, MA. (EDRS no. ED 243 871)
- Rogers, C. (1951). Client Centered Therapy. Boston: Houghton-Mifflin.
- Rogers, C. (1961). On Becoming a Person. Boston: Houghton-Mifflin.
- Rogers, C. (1969). Freedom to Learn. Columbus, OH: Merrill.
- Samuda, R.J., & Wolfgang, A. (1985). Intercultural Counselling and Assessment: Global Perspectives. Toronto: Hogrefe.
- Schambier, R.F. (1983). Staff development: The carrot or the stick? Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education. Philadelphia, PA.
- Skinner, B.F. (1971). Beyond Freedom and Dignity. New York: Bantam
- Sue, D.W. (1981). Counselling the Culturally Different. New York: Wiley.
- Tidwell, R. (1980). Counselling in a multi-cultural setting. Journal of Non-White Concerns. 8(2), 84-90.
- Tough, A. (1971). The Adult's Learning Projects. Toronto: Ontario Institute for Studies in Education.
- Tough, A. (1978). Major learning efforts: Recent research and future directions. Adult Education. 28(4), 250-263.



Trimble, J.E. (1976). Value differentials and their importance in counseling American Indians. in Pederson, P., Draguns, J.G., Lonner, W.J., & Trimble, J.E., (Eds.) Counseling Across Cultures. Honolulu HI: University of Hawaii Press.

Truax, C.B., & Carkuff, R.R. (1967). Toward Effective Counseling and Psychotherapy: Training and Practices. Chicago: Aldine.

Windus, J.E. (1988). Intermediate Elementary Guidance: A Needs Assessment Survey. Unpublished master's project, Brock University, St. Catharines, Ontario.

## Appendix A

### SIX NATIONS AND NEW CREDIT EDUCATION DISTRICT

#### VISION OF EDUCATION

Traditionally our children were taught by their extended family about the natural world and their responsibility as caretakers of it.

To best continue with this traditional responsibility our children's educational experience today should provide them with the opportunity to reach their potential and to develop as a whole person in all dimensions and stages of their lives. Education must assist them to grow and become sensitive in the following interrelated realms: emotionally, spiritually, physically and intellectually. Emotionally, education must provide our children with opportunities to develop a strong sense of self-worth; spiritually, education must provide our children opportunities to discover and explore the culture of the community - past and present, and its values, languages, and beliefs; physically, education must provide opportunities to develop strong and healthy bodies; and intellectually, education must provide our children with opportunities to develop into methodical and comprehensive thinkers and decision-makers.

Our children must continue their traditional responsibility and at the same time acquire the skills to live in the world of the future.

Adapted from the writings of:

R. E. Longbest

R. F. Jamieson

Four Worlds Development Project

Msy 1589

## Appendix B

## SIX NATIONS AND NEW CREDIT EDUCATION DISTRICT

## GOALS OF EDUCATION

1. To foster in our children a love for learning.
2. To provide opportunities for our children to develop a respect for the environment and a commitment to the continuation of all of the forms of life supported by it.
3. To provide opportunities for our children to develop resourcefulness, adaptability and creativity in learning and living.
4. To provide opportunities for our children to acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and symbols.
5. To provide opportunities for our children to develop physical fitness and good health.
6. To provide opportunities for our children to enjoy various forms of creative expression through participation and sharing in the arts.
7. To provide opportunities for our children to develop a feeling of self-worth.
8. To provide opportunities for our children to develop effective inter-personal skills.
9. To provide opportunities for our children to develop an understanding and appreciation of the role of the individual within the family and the role of the family in society.
10. To provide opportunities for our children to acquire skills that contribute to self-reliance in solving practical problems in everyday life.

11. To provide opportunities for our children to develop a sense of personal responsibility in society at the local, national and international levels.

12. To provide opportunities for our children to develop respect for the language, customs, cultures and beliefs of our own community and those of other groups.

13. To provide opportunities for our children to develop skills and attitudes that will lead to satisfaction and productivity in the world of work.

14. To provide opportunities for our children to develop values related to personal, ethical or religious beliefs and to the common welfare of society.

Adapted from Goals of Education, Ontario Ministry of Education  
(1984)

## Appendix C

 Indian and Northern Affairs Canada    Affaires indiennes et du Nord Canada

## JOB DESCRIPTION

## DESCRIPTION DE POSTE

|                                                                    |                                                      |                                                                         |
|--------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------|
| Program - Programme<br><b>INDIAN - INUIT AFFAIRS</b>               | Position no. - N° du poste<br>IAN                    | FOR COMPENSATION USE ONLY<br>RÉSERVÉ AUX SERVICES DE LA<br>RÉMUNÉRATION |
| Branch/Region - Direction Générale/Région<br><b>ONTARIO REGION</b> | Present Level - Niveau actuel<br><b>NEW POSITION</b> | Approved Level - Niveau d'approbation<br><b>ED EST 1</b>                |
| Directorate/District - Direction/District                          | Location - Lieu<br><b>BRANTFORD</b>                  | Effective Date - En vigueur le<br><b>1/9/89</b>                         |
| Position Title - Titre du poste<br><b>EDUCATION COUNSELLOR</b>     |                                                      |                                                                         |

## II Summary - Résumé

Under the direction of the Principal, J.C. Hill Elementary School, assists in the implementation of the Guidance Program, currently under development through Brock University.

## III Duties - Fonctions

% of Time - % de temps

- shall assist the principal and staff in planning and implementing the J.C. Hill Guidance Program currently under development through Brock University; more specifically;
- shall coordinate the delivery of guidance instruction for all students in the school.
- shall establish and maintain a guidance resource centre with up-to-date information for the delivery of the program.
- shall assist in arranging for the referral of students to appropriate services and community agencies when required.
- shall assist and schedule interviews for option choice selection and registration into secondary school.
- shall consult with classroom teachers concerning pupil assistance, teacher-counselling, and special needs.
- shall assist and as the need requires be present at Identification, Placement and Review Committee Meetings.
- shall maintain effective liaison with Secondary Schools in all matters of necessary data exchange involving student placement and evaluation.
- shall carry out administrative tasks necessary for the efficient and effective delivery of the guidance program.
- shall participate in the ongoing evaluation and development/modification of the guidance program in the school.
- shall encourage and assist all staff to integrate guidance objectives with their courses.
- shall assist in establishing effective communication between school and home.
- shall arrange case conferences and/or School Team Meetings which might be beneficial to students.
- shall conduct special class sessions, or special school wide events or orientation activities, or provide resource personnel as part of guidance program delivery.
- shall teach certain units of the guidance program and develop and implement methods of evaluation for the units of the entire program.
- shall not administer, student discipline or make disciplinary decisions, however;
  - 1) shall, upon the request of staff, counsel pupils with specific socialization problems with emphasis on the identification of personal strengths and weaknesses, clarification of pupil ideas and feelings, development of skills to solve personal problems, and the development of interpersonal teacher-pupil and pupil-pupil skills.
  - 2) shall, at times when staff can not counsel due to teaching duties, provide unscheduled counselling as in 1), to pupils who have been removed from the classroom environment due to socialization problems.



IV General Information (if required) - Renseignements généraux (si nécessaire)

**KNOWLEDGE** - The work requires a thorough knowledge of developmental psychology and counselling psychology. This includes theoretic and practical approaches to problems of human adjustment and a good understanding of educational and occupation information, education research, group dynamics, counselling methodology, statistics and the dynamics of personality and effective behaviour. It also requires a good knowledge of the social and cultural characteristics of the Native people. Knowledge of the professional content of this work is normally acquired through a university degree from a recognized university, preferably in Educational Psychology, Social Psychology and/or related disciplines, or a certificate or diploma in guidance and counselling, plus a valid teacher's certificate, and teaching or counselling experience. It must be noted that these are minimum qualifications.

**PROBLEM SOLVING** - The work requires a sensitivity to the uniqueness of each Indian child and his/her problems, and a recognition of the individual differences in degree of acculturation, personality, and family support for learning. Tact and good judgement are required by teachers, school administrators and parents with regard to problems of their children. The Education Counsellor cannot be insensitive to the needs of the Native culture.

V Native Awareness - Exigence autochtone

To provide consultative and counselling services, the Education Counsellor must have a good knowledge of Native people, and their communities. The incumbent requires a knowledge of the education system, learning and socialization processes, attitudes, values, aspirations and expectations of Native people.

The Education Counsellor must have the ability to use tact and good judgement to establish and maintain effective communication with Native students, parents, Bands and Community groups.

VI Attached is A Signed And Dated Organization Chart  
Ci-joint l'organigramme signé et daté

VII CERTIFICATION - ATTESTATION

The foregoing description is an accurate and complete statement of the duties assigned to the position.

La présente description des fonctions attribuées à ce poste est exacte et complète.

Date

Signature of Supervisor - Signature du surveillant

Supervisor's Title - Titre du surveillant

I have read the foregoing description and understand the duties to be performed.

J'ai lu la présente description et j'ai compris les fonctions qui devront être exercées.

Date

Signature of Incumbent - Signature du titulaire

## Appendix D

## J.C.HILL SCHOOL PROFESSIONAL DEVELOPMENT DAY

## "The Teacher as a Counsellor"

## NEEDS ASSESSMENT SURVEY

In order to most effectively meet the needs of staff regarding the counselling component of the School Guidance Plan, it is essential to know how the teachers view the innovation, what in-service/professional development topics they see as most appropriate to the innovation and what methods of delivery they view as beneficial.

Please consider the following statements and judge each according to the scale below.

|           |           |           |              |              |
|-----------|-----------|-----------|--------------|--------------|
| [1]       | [2]       | [3]       | [4]          | [5]          |
| complete  | moderate  | uncertain | moderate     | complete     |
| agreement | agreement |           | disagreement | disagreement |

## PART ONE: GENERAL PHILOSOPHY OF EDUCATION

1. The purpose of the school is to prepare children for adulthood so they can assume a contributing role in society.

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|

2. Children receive many satisfactions from work and stimulation from reasonable new challenges.

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|

3. Groups acting towards a common goal foster cooperation and friendliness.

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|

4. Satisfaction in learning is increased by positive group atmosphere.

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|

5. Self-concept is observable through one's behaviour or performance.

[1] [2] [3] [4] [5]

6. Children should be motivated to learn what is significant and contributory to their lives.

[1] [2] [3] [4] [5]

7. A personal sense of responsibility in society is developed in part through elementary school experiences.

[1] [2] [3] [4] [5]

8. The teacher's counselling role should involve assessment and referrals, not diagnosis and treatment.

[1] [2] [3] [4] [5]

9. The school should be organized in such a way that it provides opportunity for each student to relate meaningfully with at least one teacher.

[1] [2] [3] [4] [5]

10. Expertise and skills of specialized personnel should be used in developing the primary goals of the school.

[1] [2] [3] [4] [5]

11. Internal coordination and planning should provide for utilization of special talents and skills of individual or groups of teachers may possess.

[1] [2] [3] [4] [5]

12. Positive self-worth, or self-esteem (feeling) and self-concept (thought) is essential to academic and life success.

[1] [2] [3] [4] [5]

## PART TWO: THE GUIDANCE PROGRAM

1. Teachers should assist with the development and implementation of the school guidance program.
2.        [1]        [2]        [3]        [4]        [5]  
Guidance counsellors should co-ordinate the delivery of guidance instruction and counselling for all students in the school.
3.        [1]        [2]        [3]        [4]        [5]  
Teachers should assist students in developing and maintaining positive self concepts.
4.        [1]        [2]        [3]        [4]        [5]  
Guidance counsellors should assist in arranging for the referral of students to appropriate services and community agencies when required.
5.        [1]        [2]        [3]        [4]        [5]  
Teachers should help students solve problems related to interpersonal relationships.
6.        [1]        [2]        [3]        [4]        [5]  
Guidance counsellors and teachers need special skills, attitudes and knowledge to be effective in their counselling interaction with students.
7.        [1]        [2]        [3]        [4]        [5]  
A developmental task of adolescents is to know and appreciate themselves and relate effectively to others.
8.        [1]        [2]        [3]        [4]        [5]  
Students at the senior elementary level should explore career alternatives and develop appropriate educational plans suited to their needs, interests, and abilities.

## PART THREE: TEACHERS AS COUNSELLORS

1. I am familiar with basic counselling techniques.  
[1] [2] [3] [4] [5]
2. I would like to learn more about what is expected of me with this innovation.  
[1] [2] [3] [4] [5]
3. I am not sure of my abilities to "counsel" students.  
[1] [2] [3] [4] [5]
4. I think I may be able to offer some good ideas in a professional development setting about counselling.  
[1] [2] [3] [4] [5]
5. I understand the difference between counselling and giving advice and direction.  
[1] [2] [3] [4] [5]
6. I believe the counselling dimension will make unnecessary demands on my time.  
[1] [2] [3] [4] [5]
7. I would like to discuss the idea of 'teacher as counsellor' with other teachers.  
[1] [2] [3] [4] [5]
8. I am familiar with the counselling expectations of teachers found in the Provincial guidelines.  
[1] [2] [3] [4] [5]



121

9. I do not foresee any change in my current counselling strategies.

[1] [2] [3] [4] [5]

10. I have no concerns about this change.

[1] [2] [3] [4] [5]

11. I believe that improved counselling will benefit students and teachers.

[1] [2] [3] [4] [5]

12. I believe that a collaboration of teachers, counsellor and principal will be most effective in meeting the counselling needs of students.

[1] [2] [3] [4] [5]

13. I am apprehensive about establishing more personal relationships with my students.

[1] [2] [3] [4] [5]

14. I have some ideas about counselling that I would like to discuss or implement.

[1] [2] [3] [4] [5]

Please feel free to add any comments regarding the sections up to this point. All comments will be addressed anonymously in a feedback session.

# **PART FOUR: TOPICS FOR PROFESSIONAL DEVELOPMENT**

Use the same scale to value the topics which you feel should be dealt with in the first professional development workshop. There are seven suggested topics and space for other suggestions. { 1 = complete agreement, 5 = complete disagreement }

1. Career education (relating current trends to subject area)
 

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|
2. Human development (characteristics of adolescent development)
 

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|
3. Communication skills (improving self-concept and interpersonal skills of students)
 

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|
4. Invitational counselling (using the inviting approach)
 

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|
5. Decision making (teaching decision-making skills)
 

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|
6. Micro-counselling skills (practical methods & practice)
 

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|
7. Counselling theory (overview of major counseling theories)
 

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|
8. \_\_\_\_\_ (suggested topic)
 

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|
9. \_\_\_\_\_ (suggested topic)
 

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| [1] | [2] | [3] | [4] | [5] |
|-----|-----|-----|-----|-----|

10. Add additional topics if desired:

**PART FIVE: METHODS OF DELIVERY**

The best descriptor of my preferred learning style is:

1. Concrete experience (feeling, intuitive, present-oriented)

[1] [2] [3] [4] [5]

2. Reflective observation (watching, reflecting, tentative)

[1] [2] [3] [4] [5]

3. Abstract conceptualization (thinking, analytical, rational)

[1] [2] [3] [4] [5]

4. Active experimentation (doing, practical, active)

[1] [2] [3] [4] [5]

Please rank the following methods for you personally eg.

[1] [5]  
highest priority lowest priority

5. Rank the preferred methods of gaining information;

reading lecture

case study study group/discussion

6. Rank the preferred methods of developing skills and competency;

simulation exercises role playing

demonstration and practice coaching and facilitation

7. Rank the preferred methods of reaching understanding and commitment;

peer discussion real situation/evaluation

descriptive analysis practice and feedback  
(self evaluation)

**PART SIX: A WORKING DEFINITION OF COUNSELLING**

In a brief paragraph or two, comment on how you see the teacher's counselling role. Specifically, what is, and what is not counselling? Please address any other concerns about counselling that you may have.

## Appendix E

J. C. HILL PROFESSIONAL ACTIVITY DAY  
Thursday September 21 1989

## "The Counselling Role of Teachers"

## A M COMMUNICATION LABS

- 8:30 - 9:00 Greeting
- 9:00 - 9:30 What is a Communication Lab anyway?
- 9:30 - 10:30 Communication Lab I
- 10:30 - 10:45 Break
- 10:45 - 11:45 Communication Lab II
- 11:45 - 12:00 Wrap-up activity
- 12:00 - 1:00 Lunch

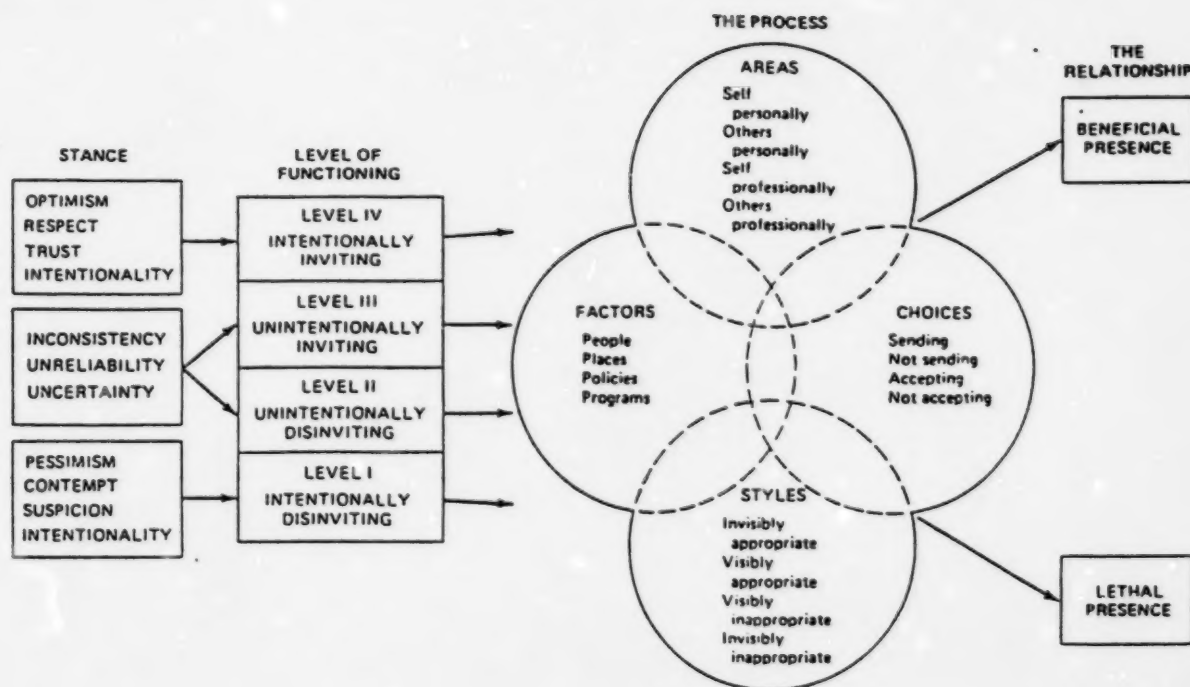
## P M INVITATIONAL COUNSELLING

- 1:00 - 1:20 "The Inviting approach to counselling: A model"
- 1:20 - 1:45 Counselling interactions: A demonstration
- 1:45 - 2:00 Break
- 2:00 - 2:30 Initial interactions in a counselling relationship:  
Practice in responding invitingly.
- 2:30 - 2:45 Process interactions: Feedback from activity
- 2:45 -- 3:00 Ethical/legal concerns: Scenarios and discussion



## Appendix F

## The Invitational Model



from The Inviting Relationship: An Expanded Perspective for Professional Counselling. (Purkey, and Schmidt, 1987)